

Turner	Walberg	Westerman
Upton	Walorski	Wilson (SC)
Valadao	Waltz	Wittman
Van Drew	Weber (TX)	Womack
Van Duyne	Webster (FL)	Zeldin
Wagner	Wenstrup	

NOT VOTING—9

Arrington	Cloud	Kinzinger
Budd	Guest	Massie
Cheney	Katko	Williams (TX)

□ 1419

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

MEMBERS RECORDED PURSUANT TO HOUSE
RESOLUTION 8, 117TH CONGRESS

Adams (Ross)	DeSaulnier	Meijer (Katko)
Allred (Wexton)	(Beyer)	Nehls (Carl)
Bass (Takano)	Dunn (Miller- Meeks)	Ocasio-Cortez (Takano)
Bice (OK) (Lucas)	Evans (Beyer)	Payne (Pallone)
Bilirakis (Fleischmann)	Fallon (Van Duyne)	Porter (Wexton)
Bishop (GA) (Thompson MS)	Fitzpatrick (Bacon)	Ruiz (Correa)
Bourdeaux (Wexton)	Gosar (Gohmert)	Ryan (Wexton)
Bowman (Garcia (TX))	Higgins (NY) (Pallone)	Schrader (Blunt Rochester)
Boyle, Brendan F. (Neguse)	Jackson Lee (Cicilline)	Scott, David (Jeffries)
Brooks (Moore (AL))	Jayapal (Takano)	Sires (Pallone)
Brownley (Kuster)	Johnson (TX) (Jeffries)	Spanberger (Beyer)
Butterfield (Ross)	Kirkpatrick (Pallone)	Spartz (Miller- Meeks)
Cárdenas (Soto)	Lamb (Pallone)	Stauber (Bergman)
Castro (TX) (Garcia (TX))	Langevin (Lynch)	Stewart (Owens)
Cawthorn (Moore (AL))	Maloney, Carolyn B. (Wasserman)	Suozi (Beyer)
Craig (Pallone)	Schultz	Taylor (Van Duyne)
Cuellar (Garcia (TX))	McEachin (Wexton)	Van Drew (Tenney)
Delgado (Neguse)	McHenry (Banks)	Walorski (Bucshon)
		Wilson (FL) (Neguse)
		Wilson (SC) (Timmons)

EXPRESSING THE SENSE OF THE HOUSE OF REPRESENTATIVES THAT THE UNITED STATES RECOGNIZES THE MOUNTING PERSONAL AND FINANCIAL BURDEN OF DIET-RELATED DISEASE IN THE UNITED STATES AND CALLS ON MEDICAL SCHOOLS, GRADUATE MEDICAL EDUCATION PROGRAMS, AND OTHER HEALTH PROFESSIONAL TRAINING PROGRAMS TO PROVIDE MEANINGFUL PHYSICIAN AND HEALTH PROFESSIONAL EDUCATION ON NUTRITION AND DIET

The SPEAKER pro tempore (Ms. BLUNT ROCHESTER). Pursuant to House Resolution 1119, H. Res. 1118 is considered as adopted.

The text of the resolution is as follows:

H. RES. 1118

Whereas obesity, type-2 diabetes, heart disease, cancer, and stroke are among the leading causes of death and disability nationwide and are inextricably linked to diet;

Whereas poor diet and nutrition have led to epidemic levels of obesity in America, with nearly 40 percent of adults currently obese and models projecting that nearly 60 percent of today's children will be obese by the age of 35;

Whereas nearly 10 percent of Americans suffer from type-2 diabetes and more than

one-third have pre-diabetes, compared with less than 1 percent just 50 years ago, and these conditions can be prevented or reversed by the adoption of a healthy diet and an active lifestyle;

Whereas diet-related cancers are on the rise among young adult populations;

Whereas increasing rates of cardiovascular disease and diet-related cancers are contributing to the recent declines in life expectancy of the United States population;

Whereas the economic costs related to—

(1) diagnosed diabetes exceed \$300 billion per year;

(2) obesity exceed \$200 billion per year; and

(3) cancer care exceed \$180 billion per year;

Whereas the Federal Government bears much of the cost of diet-related diseases as reflected by increased Medicare spending, which in 2019, totaled \$800 billion, or more than 15 percent of all Federal spending;

Whereas in the next 10 years, Medicare spending is expected to exceed \$1 trillion;

Whereas much of this increased Medicare spending is directly attributed to the rise of diet-related diseases, as 5 of the 8 most common conditions for the 60 million Medicare beneficiaries are diet-related, with one-third of Medicare spending alone devoted to diabetes-related costs;

Whereas the Federal Government also bears a substantial cost for training physicians who treat patients with diet-related diseases, particularly through graduate medical education as—

(1) Medicare dollars provide the single largest Federal direct funding source for graduate medical education (GME), including residency and fellowship programs, at an estimated \$10.3 billion per year; and

(2) the Federal Government also matches the Medicaid funds that more than 44 States have elected to allocate to GME programs;

Whereas GME programs receiving Federal funding do not consistently include substantive curricular requirements or performance benchmarks relevant to diet or nutrition;

Whereas in the absence of Federal requirements, all levels of medical training are largely devoid of nutrition education for medical professionals—

(1) at the Undergraduate Medical Education (UME) level, medical schools devote on average only 19 hours to nutrition science and diet over 4 years, or less than one percent of all lecture hours;

(2) at the GME level, requirements for nutrition curriculum and competency are limited or absent from the educational standards for key medical specialties, set by the accrediting body, the Accreditation Council for Graduate Medical Education (ACGME); and

(3) at the Continuing Medical Education (CME) level, no State requires physicians to take courses in nutrition and diet, though 37 States require training in other areas of medicine;

Whereas the lack of training in nutrition has contributed to a measurable deficiency in health professionals' knowledge of how diet and food relates to health; for example, only 10 percent of surveyed cardiologists report receiving more than minimal education in nutrition as part of their training;

Whereas medical professionals have cited the lack of nutrition education as a barrier to effectively counseling patients on diet and nutrition and knowing when to refer patients to nutrition professionals, and only 14 percent of surveyed primary care physicians report feeling adequately trained to offer nutrition guidance to their patients;

Whereas patients reasonably expect their physicians and certain health care specialists to be reliable sources of knowledge regarding nutrition and diet, and are unaware

that their physicians may be ill-equipped to even begin to provide useful dietary advice or to make appropriate referrals to nutrition professionals; and

Whereas there exist numerous opportunities for policy interventions to include education related to nutrition and diet at every level of medical training, at the direction of accrediting and testing bodies, State governments, and the Federal Government of the United States: Now, therefore, be it

Resolved, That it is the sense of the House of Representatives that the United States should—

(1) urge that medical schools, residency and fellowship programs, and other health professional training programs to incorporate meaningful nutrition education that demonstrates the connection between nutrition and disease, and develops the skills necessary to initiate meaningful nutrition interventions and referrals;

(2) support research intended to—

(A) assess the opportunity for nutrition education across healthcare professionals' training; and

(B) develop effective curricular interventions to ensure competency in nutrition for physicians and other health professionals;

(3) support the development and dissemination of best practices and curricular resources to medical schools, residency and fellowship programs, and health professional training programs to support introducing or expanding nutrition education; and

(4) raise awareness of the critical role that nutrition plays in the health of all patients and the responsibility of practicing physicians, health professionals, and healthcare administrators to assist in promoting healthy choices; to offer patient education and counseling about nutrition.

PERMISSION FOR MEMBER TO BE
CONSIDERED AS FIRST SPONSOR
OF H.R. 2271

Mr. COLE. Madam Speaker, I ask unanimous consent that I may hereafter be considered as the first sponsor of H.R. 2271, a bill originally introduced by Representative Young of Alaska, for the purpose of adding cosponsors and requesting reprintings pursuant to clause 7 of rule XII.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Oklahoma?

There was no objection.

WORKFORCE INNOVATION AND
OPPORTUNITY ACT OF 2022

Mr. SCOTT of Virginia. Madam Speaker, pursuant to House Resolution 1119, I call up the bill (H.R. 7309) to reauthorize the Workforce Innovation and Opportunity Act, and ask for its immediate consideration.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, in lieu of the amendment in the nature of a substitute recommended by the Committee on Education and Labor printed in the bill, an amendment in the nature of a substitute consisting of the text of Rules Committee Print 117-43, modified by the amendment printed in part B of House Report 117-325, is adopted and the bill, as amended, is considered read.

The text of the bill, as amended, is as follows:

H.R. 7309

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled.

SECTION 1. SHORT TITLE.

This Act may be cited as the “Workforce Innovation and Opportunity Act of 2022”.

SEC. 2. REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

SEC. 3. TRANSITION PROVISIONS.

(a) **WORKFORCE DEVELOPMENT SYSTEMS AND INVESTMENT ACTIVITIES.**—The Secretary of Labor and the Secretary of Education shall take such actions as the Secretaries determine to be appropriate to provide for the orderly transition from any authority under subtitle A of title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111 et seq.), as in effect on the day before the date of enactment of this Act, to any authority under subtitle A of title I of such Act (29 U.S.C. 3111 et seq.), as amended by this Act. Such actions shall include the provision of guidance related to unified State planning, combined State planning, and the performance accountability system described in such subtitle.

(b) **WORKFORCE INVESTMENT ACTIVITIES.**—The Secretary of Labor shall take such actions as the Secretary determines to be appropriate to provide for the orderly transition from any authority under the subtitles B through E of title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 et seq.), as in effect on the day before the date of enactment of this Act, to any authority under subtitles B through E of title I of such Act, as amended by this Act.

(c) **ADULT EDUCATION AND LITERACY PROGRAMS.**—The Secretary of Education shall take such actions as the Secretary determines to be appropriate to provide for the orderly transition from any authority under the Adult Education and Family Literacy Act (20 U.S.C. 9201 et seq.), as in effect on the day before the date of enactment of this Act, to any authority under the Adult Education and Family Literacy Act, as amended by this Act.

(d) **EMPLOYMENT SERVICES ACTIVITIES.**—The Secretary of Labor shall take such actions as the Secretary determines to be appropriate to provide for the orderly transition from any authority under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as in effect on the day before the date of enactment of this Act, to any authority under the Wagner-Peyser Act, as amended by this Act.

(e) **REGULATIONS.**—

(1) **PROPOSED REGULATIONS.**—Not later than 240 days after the date of enactment of this Act, the Secretary of Labor and the Secretary of Education, as appropriate, shall develop and publish in the Federal Register proposed regulations relating to the transition to, and implementation of, the Workforce Innovation and Opportunity Act, as amended by this Act, and the Wagner-Peyser Act, as amended by this Act.

(2) **FINAL REGULATIONS.**—Not later than 24 months after the date of enactment of this Act, the Secretaries described in paragraph (1), as appropriate, shall develop and publish in the Federal Register final regulations relating to the transition to, and implementation of, the Workforce Innovation and Opportunity Act, as amended by this Act, and the Wagner-Peyser Act, as amended by this Act.

(f) **EXPENDITURE OF FUNDS DURING TRANSITION.**—

(1) **IN GENERAL.**—Subject to paragraph (2) and in accordance with regulations developed under subsection (f), States, grant recipients, adminis-

trative entities, and other recipients of financial assistance under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), as in effect before the date of enactment of this Act, may expend funds received under such Act in order to plan and implement programs and activities under the Workforce Innovation and Opportunity Act, as amended by this Act.

(2) **ADDITIONAL REQUIREMENTS.**—Not more than 2 percent of any allotment to any State from amounts appropriated under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), as in effect on the day before the date of enactment of this Act, for fiscal year 2022 may be made available to carry out activities authorized under paragraph (1) and not less than 50 percent of any amount used to carry out activities authorized under paragraph (1) shall be made available to local entities for the purposes of the activities described in such paragraph.

SEC. 4. EFFECTIVE DATE.

(a) **IN GENERAL.**—Except as otherwise provided in this Act, this Act, including the amendments made by this Act, shall take effect on the first day of the first full program year after the date of enactment of this Act.

(b) **EXCEPTIONS.**—Sections 102, 103, and 108 of the Workforce Innovation and Opportunity Act, as amended by this Act, shall apply to plans for the second full program year after the date of enactment of this Act, including the development, submission, and approval of such plans during the first full program year after such date.

SEC. 5. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. References.
- Sec. 3. Transition provisions.
- Sec. 4. Effective date.
- Sec. 5. Table of contents.

TITLE I—DEFINITIONS AND OTHER GENERAL MATTERS

- Sec. 101. Definitions.
- Sec. 102. WIOA table of contents.

TITLE II—WORKFORCE DEVELOPMENT ACTIVITIES

Subtitle A—System Alignment

CHAPTER 1—STATE PROVISIONS

- Sec. 201. State workforce development boards.
- Sec. 202. Unified State plan.
- Sec. 203. Combined State plan.

CHAPTER 2—LOCAL PROVISIONS

- Sec. 206. Workforce development areas.
- Sec. 207. Local workforce development boards.
- Sec. 208. Local plan.

CHAPTER 3—PERFORMANCE ACCOUNTABILITY

- Sec. 211. Performance accountability system.
- Subtitle B—Workforce Investment Activities and Providers

CHAPTER 1—WORKFORCE INVESTMENT ACTIVITIES AND PROVIDERS

- Sec. 221. Establishment of one-stop delivery systems.
- Sec. 222. Identification of eligible providers of training services.

CHAPTER 2—YOUTH WORKFORCE INVESTMENT ACTIVITIES

- Sec. 231. State allotments.
- Sec. 232. Within State allocations.
- Sec. 233. Use of funds for youth workforce investment activities.
- Sec. 234. Summer and year-round employment for youth.

CHAPTER 3—ADULT AND DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES

- Sec. 241. Within State allocations.
- Sec. 242. Use of funds for employment and training activities.

CHAPTER 4—GENERAL WORKFORCE INVESTMENT PROVISIONS

- Sec. 251. Authorization of appropriations.

Subtitle C—Job Corps

- Sec. 261. Amendments relating to Job Corps.

Subtitle D—National Programs

- Sec. 271. Native American Programs.
- Sec. 272. Migrant and seasonal farmworker programs.
- Sec. 273. Technical assistance.
- Sec. 274. Evaluations and research.
- Sec. 275. National dislocated worker grants.
- Sec. 276. YouthBuild program.
- Sec. 277. Strengthening community colleges training grants program.
- Sec. 278. Reentry employment opportunities.
- Sec. 279. Sectoral employment through career training for occupational readiness (sector) program.
- Sec. 280. Workforce Data Quality Initiative Grants.
- Sec. 281. Authorization of appropriations.

Subtitle E—Administration

- Sec. 291. Nondiscrimination.
- Sec. 292. Secretarial administrative authorities and responsibilities.
- Sec. 293. Guard rails for program integrity.

TITLE III—ADULT EDUCATION AND FAMILY LITERACY

- Sec. 301. Family literacy.
- Sec. 302. Purpose.
- Sec. 303. Definitions.
- Sec. 304. Authorization of appropriations.
- Sec. 305. Performance accountability system.
- Sec. 306. State distribution of funds; matching requirement.
- Sec. 307. State leadership activities.
- Sec. 308. Grants and contracts for eligible providers.
- Sec. 309. Local administrative cost limits.
- Sec. 310. National leadership activities.
- Sec. 311. Integrated English literacy and civics education.

- Sec. 312. Technical corrections to other laws.

TITLE IV—GENERAL PROVISIONS

- Sec. 401. Prohibition of national database management.
- Sec. 402. Accessibility.

TITLE V—AMENDMENTS TO THE WAGNER-PEYSEY ACT

- Sec. 501. Inclusion of Commonwealth of the Northern Mariana Islands and American Samoa.
- Sec. 502. Workforce and labor market information system.

TITLE VI—AMENDMENTS TO THE REHABILITATION ACT OF 1973

- Sec. 601. Authorization of appropriations.

TITLE I—DEFINITIONS AND OTHER GENERAL MATTERS

SEC. 101. DEFINITIONS.

(a) **FOUNDATIONAL SKILL NEEDS.**—Paragraph (5) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(5) **FOUNDATIONAL SKILL NEEDS.**—The term ‘foundational skill needs’ means, with respect to an individual—

“(A) who is a youth or adult, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

“(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, or does not possess digital literacy, interpersonal communication, time management, critical thinking, or financial literacy skills at a level necessary to function on the job, in the individual’s family, or in society.”

(b) **CAREER PATHWAY.**—Paragraph (7) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(7) **CAREER PATHWAY.**—The term ‘career pathway’ means a combination of rigorous and high-quality education, training, and other services that—

“(A) are designed to support progression towards attainment of one or more recognized postsecondary credentials;

“(B) align with the skill needs of industries in the economy of the State or regional economy involved;

“(C) include multiple entry and exit points;

“(D) prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeship programs;

“(E) provide career services, including counseling to support an individual in achieving the individual’s education and career goals, and helping the individual to identify and access a path to skills and credentials that are needed for the educational and career advancement of the individual;

“(F) include supportive services or provides assistance in applying for and accessing direct support services, means-tested Federal benefit programs, or similar State, tribal, or local benefit programs;

“(G) include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster (such as through work-based learning opportunities);

“(H) organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

“(I) enable an individual to attain a secondary school diploma or its recognized equivalent as applicable, and at least 1 recognized postsecondary credential; and

“(J) help an individual enter or advance within a specific occupation or occupational cluster, which may include obtaining additional recognized postsecondary credentials as necessary for such entry or advancement.”;

(c) **DISLOCATED WORKER.**—Paragraph (15) of section 3 (29 U.S.C. 3102) is amended—

(1) in subparagraph (A)—

(A) in clause (i), by adding “and” at the end;

(B) in clause (ii)—

(i) in subclause (I), by striking “or” at the end;

(ii) in subclause (II), by striking “and” at the end and inserting “or”; and

(iii) by adding at the end the following:

“(III) has been an unemployed individual for 27 weeks or more;”; and

(C) by striking clause (iii);

(2) by redesignating subparagraphs (D) and (E) as subparagraphs (E) and (F), respectively; and

(3) by adding after subparagraph (C) the following:

“(D)(i) is currently experiencing difficulty in obtaining or upgrading sufficient work; and

“(ii) does not have sufficient work history to qualify, or otherwise would not qualify, for regular unemployment or extended benefits under State or Federal law;”; and

(4) in subparagraph (E), as so redesignated, by striking “homemaker” and inserting “caregiver”;

(d) **DISPLACED CAREGIVER.**—Paragraph (16) of section 3 (29 U.S.C. 3102) is amended—

(1) in the heading, by striking “HOMEMAKER” and inserting “CAREGIVER”;;

(2) in the matter preceding subparagraph (A)—

(A) by striking “homemaker” and inserting “caregiver”;;

(B) by striking “family members” and inserting “a family member”;;

(3) in subparagraph (A)—

(A) in clause (i), by striking “or” at the end;

(B) in clause (ii), by striking “and” at the end and inserting “or”; and

(C) by adding at the end the following:

“(iii) has involuntarily left the labor market to provide care for a relative or dependent, which may be validated through self-attestation in a manner consistent with section 402A(e) of the Higher Education Act of 1965 (20 U.S.C. 1070a–11(e)); and”.

(e) **ELIGIBLE YOUTH.**—Paragraph (18) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(18) **ELIGIBLE YOUTH.**—Except as provided in subtitles C and D of title I, the term ‘eligible youth’ means—

“(A) an opportunity youth; or

“(B) a youth who is not younger than 14 years of age and not older than 24 years of age, who can self-attest, in a manner consistent with section 402A(e) of the Higher Education Act of 1965 (20 U.S.C. 1070a–11(e)), that the youth—

“(i) is attending school (as defined by State law);

“(ii) is a low-income individual; and

“(iii) is one or more of the following:

“(I) An English learner.

“(II) An individual impacted by the juvenile or adult justice system.

“(III) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, a child or youth in foster care or who has aged out of the foster care system, a child or youth eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or a child or youth in an out-of-home placement.

“(IV) An individual who is pregnant or parenting.

“(V) An individual with a disability.”.

(f) **ENGLISH LEARNER.**—Paragraph (21) of section 3 (29 U.S.C. 3102) is amended—

(1) in the heading, by striking “LANGUAGE”; and

(2) by striking “language”.

(g) **INDIVIDUAL WITH A BARRIER TO EMPLOYMENT.**—Paragraph (24) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(24) **INDIVIDUAL WITH A BARRIER TO EMPLOYMENT.**—The term ‘individual with a barrier to employment’ means a member of 1 or more of the following populations:

“(A) Displaced caregivers.

“(B) Low-income individuals.

“(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.

“(D) Individuals with disabilities, including youth who are individuals with disabilities.

“(E) Older individuals.

“(F) Justice-involved individuals.

“(G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).

“(H) Youth who are in or have aged out of the foster care system.

“(I) Individuals who are English learners, individuals who have low levels of literacy including digital literacy, or individuals facing substantial cultural barriers.

“(J) Eligible migrant and seasonal farmworkers, as defined in section 167(i).

“(K) Individuals who exhausted lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

“(L) Single parents (including single pregnant women).

“(M) Long-term unemployed individuals.

“(N) The spouse of, or youth with a parent who is—

“(i) a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code);

“(ii) on active duty (as such term is defined in section 101(d)(1) of such title); and

“(iii) deployed or recently transferred.

“(O) Individuals who have been historically underserved and marginalized as a result of race, color, national origin, sexual orientation, or gender identity.

“(P) Such other groups as the Governor involved determines to have barriers to employment.”.

(h) **INDUSTRY OR SECTOR PARTNERSHIP.**—Paragraph (26)(A)(ii) of section 3 (29 U.S.C. 3102) is amended by striking “as appropriate” and inserting “to the extent practicable”.

(i) **LABOR MARKET AREA.**—Paragraph (30) of section 3 (29 U.S.C. 3102) is amended by inserting “and the economic development agency” after “Department of Labor”.

(j) **LOW-INCOME INDIVIDUAL.**—Paragraph (36) of section 3 (29 U.S.C. 3102) is amended—

(1) in subparagraph (A)—

(A) by amending subclause (I) of clause (ii) to read as follows:

“(I) 150 percent of the poverty line (exclusive of unemployment compensation, child support payments, payments described in this subparagraph, and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)); or”;

(B) in clause (v), by striking “or” at the end;

(C) in clause (vi), by striking the period at the end and inserting a semicolon; and

(D) by adding at the end the following:

(vii) is a youth living in a high-poverty area; or

(viii) is a migrant farmworker or seasonal farmworker; and

(2) in subparagraph (B), by striking “based on the most recent lower living family budget issued by the Secretary”.

(k) **NONTRADITIONAL EMPLOYMENT.**—Paragraph (37) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(37) **NONTRADITIONAL EMPLOYMENT.**—The term ‘nontraditional employment’ refers to occupations or fields of work, for which a group of individuals (such as individuals from the same gender, race, or ethnicity), the members of which—

“(A) comprise less than 25 percent of the individuals employed in each such occupation or field of work; or

“(B) comprise a percentage of individuals employed in such occupation that is lower than the percentage of the total population comprised by such members, based on the most recent data from the Bureau of the Census.”.

(l) **JUSTICE-INVOLVED INDIVIDUAL.**—Paragraph (38) of section 3 (29 U.S.C. 3102) is amended—

(1) in the heading, by striking “OFFENDER” and inserting “JUSTICE-INVOLVED INDIVIDUAL”; and

(2) by striking “offender” and inserting “justice-involved individual”.

(m) **OPPORTUNITY YOUTH.**—Paragraph (46) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(46) **OPPORTUNITY YOUTH.**—The term ‘opportunity youth’—

“(A) means an individual—

“(i) who is not younger than 16 years of age and not older than 24 years of age; and

“(ii) who can self-attest to a one-stop operator or one-stop center, in a manner consistent with section 402A(e) of the Higher Education Act of 1965 (20 U.S.C. 1070a–11(e)) that the individual is—

“(I) not attending any school (as defined under State law); and

“(II) not employed or underemployed; and

“(B) except in the case of an individual who is a low-income individual and has foundational skill needs, does not include any individual who is a recipient of a secondary school diploma or its recognized equivalent.”.

(n) **RAPID RESPONSE ACTIVITY.**—Paragraph (51) of section 3 (29 U.S.C. 3102) is amended by inserting “in a job position of similar wages and benefits, to the greatest extent possible, or on the job training for a new occupation or industry,” after “reemployment”.

(o) **STATE.**—Paragraph (56) of section 3 (29 U.S.C. 3102) is amended by striking “the Commonwealth of”.

(p) **SUPPORTIVE SERVICES.**—Paragraph (59) of section 3 (29 U.S.C. 3102) is amended to read as follows:

“(59) **SUPPORTIVE SERVICES.**—The term ‘supportive services’ means services such as transportation, child care, dependent care, housing,

food and nutrition services, mental health care supports, substance use disorder treatment, access to broadband, affordable internet connection, or digital devices with connection to the internet, assistive technology, and needs-related payments, that are necessary to enable an individual to participate in workforce development activities.”

(q) **ADDITIONAL DEFINITIONS.**—Section 3 (29 U.S.C. 3102), as amended by this section, is further amended—

(1) by adding at the end the following new paragraphs:

“(72) **APPRENTICESHIP PROGRAM.**—The term ‘apprenticeship program’ means a program registered under the Act of August 16, 1937 (commonly known as the ‘National Apprenticeship Act’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

“(73) **COENROLLMENT.**—The term ‘coenrollment’ means simultaneous enrollment in more than one of the programs or activities carried out by a one-stop partner in section 121(b)(1)(B).

“(74) **COMPETENCY.**—The term ‘competency’ means the attainment of knowledge, skills, and abilities in a subject area, as specified by an occupational skill standard and demonstrated by an appropriate written, oral, hands-on, or other appropriate proficiency measurement.

“(75) **DIGITAL LITERACY SKILLS.**—The term ‘digital literacy skills’ has the meaning given the term in section 202(A) of the Museum and Library Services Act (20 U.S.C. 9101(2)).

“(76) **EVIDENCE-BASED.**—The term ‘evidence-based’, when used with respect to an activity, strategy, or intervention, means an activity, strategy or intervention that—

“(A) demonstrates a statistically significant effect on improving participant outcomes or other relevant outcomes based on—

“(i) strong evidence from at least 1 well-designed and well-implemented experimental study;

“(ii) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

“(iii) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

“(B)(i) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

“(ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

“(77) **LABOR ORGANIZATION.**—The term ‘labor organization’ has the meaning given the term in section 2(5) of the National Labor Relations Act (29 U.S.C. 152(5)), except that such term shall also include—

“(A) any organization composed of labor organizations, such as a labor union federation or a State or municipal labor body; and

“(B) any organization which would be included in the definition for such term under such section 2(5) but for the fact that the organization represents—

“(i) individuals employed by the United States, any wholly owned Government corporation, any Federal Reserve Bank, or any State or political subdivision thereof;

“(ii) individuals employed by persons subject to the Railway Labor Act (45 25 U.S.C. 151 et seq.); or

“(iii) individuals employed as agricultural laborers.

“(78) **MIGRANT AND SEASONAL FARMWORKERS.**—

“(A) **IN GENERAL.**—The term ‘migrant and seasonal farmworkers’ means individuals who are migrant farmworkers or seasonal farmworkers.

“(B) **Migrant farmworker.**—The term ‘migrant farmworker’ means a seasonal farmworker whose agricultural labor requires travel to a job

site such that the farmworker is not reasonably able to return to a permanent place or residence within the same day.

“(C) **SEASONAL FARMWORKER.**—The term ‘seasonal farmworker’ means an individual who is employed, or was employed in the past 12 months, in farmwork of a seasonal or other temporary nature.

“(79) **PERKINS-ELIGIBLE AGENCY.**—The term ‘Perkins-eligible agency’ has the meaning given the term ‘eligible agency’ in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

“(80) **PRE-APPRENTICESHIP PROGRAM.**—The term ‘pre-apprenticeship program’ means a training model or program that—

“(A) is designed to prepare participants to enter an apprenticeship program;

“(B) has a written agreement with 1 or more sponsors of apprenticeship programs that would enable participants who successfully complete the pre-apprenticeship program—

“(i) to enter into the apprenticeship program if a place in the program is available and if the participant meets the qualifications of the apprenticeship program; and

“(ii) to earn credits towards the apprenticeship program;

“(C) includes skills development (including a curriculum for the skills development) aligned with industry standards related to an apprenticeship program created in consultation with sponsors of the apprenticeship program that are parties to the written agreement under subparagraph (B), and that will prepare participants by teaching the skills and competencies needed to enter 1 or more apprenticeship programs; and

“(D) does not displace a paid employee.

“(81) **WORK-BASED LEARNING.**—The term ‘work-based learning’ has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

“(82) **WORKFORCE AGENCY.**—The term ‘workforce agency’ means the State agency, local agency, or nonprofit entity responsible for administering workforce development activities or the workforce development system.”;

(2) by striking paragraphs (27) and (54); and

(3) by reordering paragraphs (1) through (71), as amended by this section, and the paragraphs added by paragraph (1) of this subsection in alphabetical order, and renumbering such paragraphs as so reordered.

SEC. 102. WIOA TABLE OF CONTENTS.

The table of contents in section 1(b) of the Workforce Innovation and Opportunity Act is amended—

(1) by adding at the end of the items relating to chapter 2 of subtitle B of title I the following:

“Sec. 130. Summer and year-round employment for youth.”;

(2) by striking the item relating to section 172 and inserting the following:

“Sec. 172. Strengthening Community Colleges Training Grants Program.

“Sec. 173. Reentry employment opportunities

“Sec. 174. Sectoral employment through career training for occupational readiness (sector) program.

“Sec. 175. Workforce data quality initiative grants.

“Sec. 176. Authorization of appropriations.”;

(3) by adding at the end of the item relating to subtitle A of title V, the following:

“Sec. 507. Accessibility.”.

TITLE II—WORKFORCE DEVELOPMENT ACTIVITIES

Subtitle A—System Alignment

CHAPTER 1—STATE PROVISIONS

SEC. 201. STATE WORKFORCE DEVELOPMENT BOARDS.

(a) **MEMBERSHIP.**—Section 101(b)(1)(C) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111(b)(1)(C)) is amended—

(1) in clause (ii)—

(A) in the matter preceding subclause (I), by striking “20 percent” and inserting “30 percent”;

(B) in subclause (III), by inserting “, justice-involved individuals,” after “veterans”; and

(C) in subclause (IV), by striking “out-of-school” and inserting “opportunity”; and

(2) in clause (iii)—

(A) in subclause (I)—

(i) by amending item (aa) to read as follows:

“(aa) shall include each lead State official with primary responsibility for a core program, including the lead State official for core programs authorized under title II and the lead State official for core programs authorized under the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.);”;

(ii) by adding at the end the following:

“(cc) shall include State agency officials responsible for the daily administration of education programs in the State, including secondary education and adult education programs, and chief executive officers (or their representatives) of community colleges and other institutions of higher education; and”;

(B) in subclause (II)—

(i) by amending item (bb) to read as follows:

“(bb) State agency officials responsible for adult or juvenile justice programs in the State;”;

(ii) by striking “and” at the end of item (cc); and

(iii) by striking item (dd); and

(iv) by adding at the end the following:

“(dd) State agency officials responsible for vocational rehabilitation; and

“(ee) State agency officials responsible for economic development.”.

(b) **DIVERSE AND DISTINCT REPRESENTATION.**—Section 101(b)(2) (29 U.S.C. 3111(b)(2)) is amended by inserting before the period at the end the following: “, and diverse demographic populations of the State”.

(c) **FUNCTIONS.**—Section 101(d) (29 U.S.C. 3111(d)) is amended—

(1) in paragraph (3)—

(A) in subparagraph (A), strike “and avoid duplication” and insert “avoid duplication, and leverage resources and expertise”;

(B) in subparagraph (B)—

(i) by inserting “and expand” after “support”; and

(ii) by striking “enter or retain employment” and inserting “enter in, retain, or progress in employment”;

(C) in subparagraph (C)—

(i) by inserting “and equitable” after “effective”; and

(ii) by inserting “, including individuals with barriers to employment” after “system”;

(D) in subparagraph (E), by striking “identification of” and inserting “continued identification of and support for”;

(E) in subparagraph (F)—

(i) by inserting “affiliated sites,” after “partners,”; and

(ii) by striking “services and supportive” and inserting “services, career services, and supportive”; and

(F) in subparagraph (G), by inserting “ongoing” after “support”;

(2) in paragraph (5)—

(A) in subparagraph (A), by striking “centers, relating to the use of business outreach, partnerships, and service delivery strategies, including” and inserting “centers, including the use of evidence-based strategies for such operations, the latest in digital technology and tools, and the use of partnerships to expand and improve services to jobseekers and workers, including”;

(B) by redesignating subparagraphs (B) and (C) as subparagraphs (C) and (D), respectively;

(C) by inserting after subparagraph (A) the following:

“(B) local boards and one-stop centers on effective outreach and enhanced services to businesses, joint labor-management partnerships, industry associations, and industry or sector partnerships, to provide employment and training

activities reflective of regional economic priorities and the skill and competency needs of in-demand industry sectors and occupations;"; and

(D) in subparagraph (D), as so redesignated, by striking "adaptability, to" and inserting "adaptability to reduce the time required for attainment of a recognized postsecondary credential or reskilling, and"; and

(3) in paragraph (7)—

(A) in the matter preceding subparagraph (A), by striking "technological improvements to facilitate access" and inserting "improvements in the use of digital technology to facilitate and expand access";

(B) by amending subparagraphs (B) and (C) to read as follows:

"(B) accelerate—

"(i) the acquisition of skills, competencies, and recognized postsecondary credentials by participants with respect to an in-demand industry sector or occupation in a State or local area; and

"(ii) the matching of participants to career pathways and employment opportunities based on the skills, competencies, and recognized postsecondary credentials attained by such participants;

"(C) strengthen the professional development of providers and workforce professionals, ensuring professional development activities include—

"(i) trauma-informed practices and human-centered design that serve individuals with barriers to employment;

"(ii) preparing providers and workforce professionals to use the latest technology;

"(iii) accessing and understanding labor market data; and

"(iv) ensuring equitable access and service delivery for individuals who have been historically underserved, marginalized, and adversely affected as a result of race, ethnicity, or gender, including training on customer-centered service delivery, racial bias, cultural competence, occupational stereotyping, and strategies for increasing participant and worker voices; and"; and

(C) in subparagraph (D), by striking "with disabilities and individuals" and inserting "with barriers to employment, including individuals with disabilities, and to individuals".

SEC. 202. UNIFIED STATE PLAN.

Section 102 (29 U.S.C. 3112) is amended—

(1) in subsection (b)—

(A) by amending paragraph (1) to read as follows:

"(1) STRATEGIC PLANNING ELEMENTS.—The unified State plan shall include strategic planning elements consisting of a strategic vision and goals for preparing an educated and skilled workforce, that include—

"(A) a summary and conclusions of analysis conducted of the economic conditions in the State using labor market information, including—

"(i) existing and emerging in-demand industry sectors and occupations;

"(ii) projected industries or sectors within the State expected to decline or face significant changes in employment opportunities; and

"(iii) the employment needs of employers, including a description of the knowledge, skills, competencies, and abilities currently needed and projected to be needed, in those industries and occupations;

"(B) a summary and conclusions of analysis conducted of the current workforce using labor market information, employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment, in the State;

"(C) an analysis of the workforce development activities (including supportive services, career services, education, and training) in the State, in coordination with the Perkins-eligible agency in the State, in order to address the identified education and skill needs of the workforce and the employment needs of employers in the State, including—

"(i) an analysis of the strengths and weaknesses of such activities;

"(ii) the capacity of State entities to provide such activities that meet the specific needs of youth, including opportunity youth, and individuals with barriers to employment; and

"(iii) an analysis of the career pathways offered within the State, including an analysis of how such pathways are aligned to the education and training needs of the current and future workforce within the State, and the development and expansion of career pathways to meet current and future workforce needs;

"(D) a description of—

"(i) the State's strategic vision and goals for preparing an educated and skilled workforce, including preparing youth (including opportunity youth), and individuals with barriers to employment and for meeting the skilled workforce needs of employers (including in existing and emerging in-demand industry sectors and occupations as identified by the State), and goals of the State relating to performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A), in order to support economic growth and economic self-sufficiency;

"(ii) how the State will assess the overall effectiveness of the workforce investment system in the State;

"(iii) the career pathways offered within the State, including an analysis of how such pathways are aligned to the education and training needs of the current and future workforce within the State, and the development and expansion of career pathways to meet current and future workforce needs;

"(iv) how the State will work with local areas to achieve equitable service delivery and outcomes for individuals with barriers to employment, including employment and earnings outcomes by applying the information provided in the State equity report, for such State under section 116(f); and

"(v) the industry or sector partnerships within the State and the opportunities for expansion of such partnerships to support sector-specific initiatives; and

"(E) a description of strategies the State intends to adopt to achieve the vision and each goal described in subparagraph (D) through—

"(i) joint planning, alignment, coordination, and leveraging of funds between—

"(I) core programs under this Act; and

"(II) other Federal programs, as determined appropriate by the State, such as—

"(aa) programs and activities under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.);

"(bb) programs under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);

"(cc) programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

"(dd) programs under the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);

"(ee) apprenticeship programs; and

"(ff) the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.); and

"(ii) the provision of information about access to available State assistance or assistance under related Federal programs, including such assistance under—

"(I) section 6(d) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d));

"(II) section 3672(c)(1) of title 38, United States Code;

"(III) section 231 of the Second Chance Act of 2007 (34 U.S.C. 60541); and

"(IV) the State Temporary Assistance for Needy Families programs under part A of title IV of the Social Security Act.";

(B) by redesignating paragraphs (2) and (3) as paragraphs (3) and (4), respectively; and

(C) by inserting after paragraph (1) the following:

"(2) PLAN DEVELOPMENT.—

"(A) IN GENERAL.—The Governor and State board shall—

"(i) develop the unified State plan in consultation with—

"(I) representatives of local boards and chief elected officials;

"(II) the community colleges in the State;

"(III) eligible providers of training services, including eligible providers of nontraditional training services and eligible providers of apprenticeship programs and pre-apprenticeship programs, and eligible providers of on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience opportunities, or transitional jobs, secondary schools and institutions of higher education (including institutions offering career and technical education programs, minority-serving institutions, and historically Black colleges and universities), and providers of supported employment services;

"(IV) interested community representatives, including community-based organizations;

"(V) individuals with barriers to employment or organizations representing such individuals;

"(VI) representatives of business and industry, including representatives of small business and representatives of industry and sector partnerships in the State;

"(VII) representatives of labor organizations and joint labor-management organizations in the State;

"(VIII) representatives of agencies serving opportunity youth, and homeless children and youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

"(IX) representatives of Indian tribes and tribal organizations located in, or providing services in, the State;

"(X) representatives of the Perkins-eligible agency;

"(XI) representatives of the adult education and literacy community;

"(XII) national intermediaries and organizations that focus on underserved communities and communities of color; and

"(XIII) other primary stakeholders; and

"(ii) consult the heads of other State agencies with respect to the development of the unified State plan, including the State designated unit under subparagraph (A) of section 101(a)(2) of the Rehabilitation Act of 1973.

"(B) PUBLIC COMMENT.—

"(i) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the unified State plan, the Governor shall provide stakeholders described in subparagraph (A)(i) with the opportunity to provide written comments on the unified State plan that shall—

"(I) be included in the final unified State plan; and

"(II) include comments on whether and how the unified State plan—

"(aa) meets the requirements of this Act;

"(bb) supports the improvement of performance of individuals with barriers to employment;

"(cc) supports the employment needs of the State (including the business community, labor organizations, education and training providers, and other relevant parties), including in the design and content of the training, work experience, career exploration, on-the-job training, and other career and training activities (including information related to employment opportunities, wage rates, benefits, career pathways, and in-demand industry sectors and occupations); and

"(dd) takes into account collective bargaining agreements that include training or subsidized employment, including how the elements of such training or employment may affect the bargaining agreement (such as wages, benefits, and other factors).

"(ii) STATE WORKFORCE AGENCY RESPONSE.—Each unified State plan may include a written

response to the comments provided by stakeholders under clause (i), which may be in the form of a general response to such comments.”;

(D) in paragraph (3), as so redesignated—

(i) in subparagraph (B)—

(I) in clause (iv), by striking “colleges and area career and technical education schools” and inserting “colleges, secondary schools and area career and technical education schools, and adult education providers under title II”;

(II) in clause (v), by striking “and” at the end;

(III) by amending clause (vi) to read as follows:

“(vi) how the State’s strategy will—

“(I) improve access to activities leading to a recognized postsecondary credential (including credentials that are portable, stackable, and aligned to high-skill, high-wage, or in-demand industry sectors and occupations); and

“(II) assess and validate the skills and competencies of such credentials and alignment to new or existing career pathways; and”;

(IV) by adding at the end the following:

“(vii) how the State will work with local areas to achieve equitable service delivery and outcomes for individuals with barriers to employment by applying the information provided in the State equity report for such State under section 116(f).”;

(ii) in subparagraph (D)—

(I) in clause (i)(II), by striking “local boards and chief elected officials in determining the planning regions” and inserting “State economic development agency to support alignment to the extent practicable, local boards and chief elected officials in determining the planning regions and work of such regions”;

(II) in clause (ii)—

(aa) in subclause (V), by inserting “and” at the end; and

(bb) by adding at the end the following:

“(VI) how the eligible agency will promote the professionalization of adult education through the adoption of full-time staffing models, including, at the eligible agency’s discretion, how the eligible agency will give funding priority to local providers that have adopted such models;”;

(iii) in subparagraph (E)—

(I) in clause (ii)—

(aa) in subclause (I), by inserting “, ensuring that services and resources are accessible throughout the State and local areas, including in urban, rural and suburban areas” after “such programs”; and

(bb) by amending subclause (II) to read as follows:

“(II) that the State obtained input into the development of the unified State plan and provided an opportunity for comment on the plan by the individuals listed in subsection (b)(2)(A)(i), and that the unified State plan is published on a publicly accessible website;”;

(II) by striking “and” at the end of clause (ix);

(III) in clause (x), by striking the period at the end and inserting “; and”;

(IV) by adding at the end the following:

“(xi) that the State will not prohibit self-attestation in a manner consistent with section 402A(e) of the Higher Education Act of 1965 (20 U.S.C. 1070a–11(e)) as a means for determining eligibility for a program or service under this Act of any individual who is so self-attesting.”;

(2) in subsection (c)—

(A) in paragraph (1)(A), by striking “the Workforce Innovation and Opportunity Act” and inserting “the Workforce Innovation and Opportunity Act of 2022”; and

(B) by striking paragraph (4)

SEC. 203. COMBINED STATE PLAN.

Section 103(a)(2) (29 U.S.C. 3113(a)(2)) is amended by adding at the end the following:

“(L) State Apprenticeship Agencies, as applicable.”.

CHAPTER 2—LOCAL PROVISIONS

SEC. 206. WORKFORCE DEVELOPMENT AREAS.

(a) REGIONS.—Section 106(a)(1) (29 U.S.C. 3121(a)(1)) is amended—

(I) by striking “this Act” and inserting “the Workforce Innovation and Opportunity Act of 2022”; and

(2) by inserting “, the State economic development agency, the State apprenticeship agency, as applicable,” after “local boards”;

(b) LOCAL AREAS.—Section 106(b) (29 U.S.C. 3121(b)) is amended—

(I) in paragraph (1)—

(A) by amending subparagraph (A)(ii) to read as follows:

“(ii) after consultation with the State economic development agency, chief elected officials, and local boards, and consideration of comments received through the public comment process as described in section 102(b)(2)(E)(iii)(II).”;

(B) in subparagraph (B)—

(i) in clause (ii), by striking “and” at the end;

(ii) in clause (iii)—

(I) by striking “higher education and” and inserting “higher education,”;

(II) by striking the period at the end and inserting “, and apprenticeship and pre-apprenticeship programs; and”;

(iii) by adding at the end the following:

“(iv) improve service delivery and efficiency under the workforce development system, and provide for sufficient access to comprehensive one-stop centers and affiliated sites.”;

(C) by adding at the end the following:

“(C) CONSULTATIONS.—The State economic development agency, chief elected officials, and local boards shall provide such consultations as requested by the Governor in a timely manner.”;

(2) by amending paragraph (2) to read as follows:

“(2) INITIAL DESIGNATION.—During the first 2 full program years following the date of enactment of the Workforce Innovation and Opportunity Act of 2022, the Governor shall approve a request for initial designation as a local area from any area that—

“(A) was designated as a local area for purposes of this Act for the 2-year period preceding the date of enactment of the Workforce Innovation and Opportunity Act of 2022;

“(B) performed successfully; and

“(C) sustained fiscal integrity.”;

(3) in paragraph (4), by adding at the end the following: “Such designation may include the combining of areas that were designated as local areas under this subsection before the date of enactment of the Workforce Innovation and Opportunity Act of 2022 within a region described in subsection (a), to form a new, redesignated local area under this subsection, if all chief elected officials and local boards in the affected areas agree to such a redesignation.”.

(c) REGIONAL COORDINATION.—Section 106(c)(1) (29 U.S.C. 3121(c)(1)) is amended—

(I) in subparagraph (F), by inserting “and prioritizing such services for individuals with barriers to employment,” after “services,”;

(2) in subparagraph (G), by striking “and” at the end;

(3) in subparagraph (H), by striking the period at the end and inserting “; and”;

(4) by adding at the end the following:

“(I) the analysis of in-demand skills and competencies within the region, and corresponding wages offered for jobs requiring such skills and competencies.”.

(d) DEFINITIONS.—Section 106(e) (29 U.S.C. 3121(e)) is amended—

(I) in paragraph (1), by striking “(or, if applicable, core indicators of performance described in section 136(b)(2)(A) of the Workforce Investment Act of 1998, as in effect the day before the date of enactment of this Act)”;

(2) in paragraph (2), by striking “(or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such subtitle B)”.

SEC. 207. LOCAL WORKFORCE DEVELOPMENT BOARDS.

(a) MEMBERSHIP.—Section 107(b) (29 U.S.C. 3122(b)) is amended—

(I) in paragraph (2)—

(A) in subparagraph (B)—

(i) in the matter preceding clause (i), by striking “20” and inserting “30”; and

(ii) in clause (iv)—

(I) by inserting “eligible youth and” after “include”; and

(II) by striking “out-of-school” and inserting “opportunity”; and

(B) in subparagraph (C)(ii), by striking the semicolon and inserting “; and”;

(C) by striking “and” at the end of subparagraph (D)(v);

(D) by striking the period at the end of subparagraph (E) and inserting “; and”;

(E) by adding at the end the following:

“(F) the members of each local board shall represent diverse demographic populations of the local area.”;

(2) in paragraph (3), by adding at the end the following: “Each chairperson shall ensure that each new board member is provided with information on the local area, employment opportunities (including youth employment opportunities), industry or sector partnerships, eligible providers or training services, and demographic information of participants served including individuals with barriers to employment.”; and

(3) in paragraph (4)(A)—

(A) in clause (ii), by inserting “, if applicable, YouthBuild operators, and” after “include”;;

(B) in clause (iii), by inserting before the period at the end the following: “, which include individuals with disabilities or representatives of organizations serving individuals with disabilities”;

(C) by adding at the end the following:

“(iv) A standing committee to provide information to assist with planning, operational, and other issues relating to the provision of adult education services, which shall include providers of adult education carried out under title II of this Act.

“(v) A standing committee to provide information related to work-based learning opportunities, which shall include a representative from a provider of work-based learning, including a provider of related instruction under an apprenticeship.

“(vi) A standing committee, which shall include representatives of workers and their communities (including labor and community-based organizations), to provide information to assist with responding to rapid changes in the economy such as—

“(I) mass layoffs;

“(II) unexpected increases in unemployment; and

“(III) introduction of new employment opportunities, including the assessment of the in-demand skills and competencies of the local area.”.

(b) APPOINTMENT AND CERTIFICATION OF BOARD.—Section 107(c) (29 U.S.C. 3122(c)) is amended—

(1) in paragraph (1), by adding at the end the following:

“(D) PUBLICATION.—The chief elected official or officials appointing the board for a local area shall make publicly available the membership of the board (including information identifying how the membership composition requirements of subsection (b) have been met (other than the requirements of paragraph (2)(F) of such subsection)), including by posting that information on the website of the appropriate unit of local government included in the local area.”; and

(2) in paragraph (4)(A), by striking “and (2)” and inserting “, (2), and (3)”.

(c) FUNCTIONS OF LOCAL BOARD.—Section 107(d) (29 U.S.C. 3122(d)) is amended—

(1) in paragraph (2)(A), by striking “skills” and inserting “, skills, and competencies”;

(2) in paragraph (3), in the first sentence, by inserting “, including supportive services offered

by community-based organizations,” after “resources”;

(3) in paragraph (4)—

(A) in subparagraph (B), by inserting “and” after the semicolon;

(B) by amending subparagraph (C) to read as follows:

“(C) to ensure that workforce investment activities meet the skilled workforce needs of employers and support economic growth in the region by enhancing communication, coordination, and collaboration among employers, economic development entities, and service providers, including by developing and implementing proven or promising strategies for—

“(i) meeting the employment, skill, and competency needs of workers and employers (including the establishment of industry and sector partnerships) and supporting skill and competency-based hiring;

“(ii) improving access to jobs in high-skill, high-wage, or in-demand industry sectors and occupations, to expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations; and

“(iii) recruiting a more diverse workforce.”;

and

(C) by striking subparagraph (D);

(4) in paragraph (5)—

(A) by striking “and postsecondary” and inserting “, postsecondary, and adult”;

(B) by inserting “, systems, and programs” after “pathways”; and

(C) by inserting “and opportunity youth” after “to employment”;

(5) by amending subparagraph (A) of paragraph (6) to read as follows:

“(A) identify and promote strategies and initiatives to the one-stop delivery system for meeting the needs of employers, workers, and jobseekers (including individuals with barriers to employment) in the local workforce development system, including—

“(i) providing physical and programmatic accessibility, in accordance with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and

“(ii) identifying and implementing strategies to assure service delivery is accessible to all eligible individuals, including individuals with barriers to employment; and”;

(6) by amending paragraph (7) to read as follows:

“(7) **TECHNOLOGY.**—The local board shall develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce development system, including in remote areas, for employers, workers, and jobseekers, by—

“(A) identifying and integrating new digital technologies into business services, career navigation, and employment and training activities, and working with the State to offer services virtually or through in-person service delivery strategies that are augmented through the use of technology;

“(B) facilitating connections among the intake and case management information systems of the one-stop partner programs to support a comprehensive workforce development system in the local area, including through coordination and collaboration with one-stop partner programs to support enrollment of programs, as applicable;

“(C) identifying strategies for better meeting the needs of individuals with barriers to employment, including strategies that augment traditional service delivery, and increase access to services and programs of the one-stop delivery system, such as improving digital literacy skills, assessments of skills and competencies, and prior learning assessments assisted through the use of technology; and

“(D) leveraging resources and capacity within the local workforce development system, including resources and capacity for services for individuals with barriers to employment.”;

(7) in paragraph (10)—

(A) in subparagraph (B)(ii), by inserting “as described in section 122” after “providers”;

(B) in subparagraph (C), by inserting “and make information about such providers publicly available, including to community-based organizations” after “local area”; and

(C) in subparagraph (D), by inserting “and make information about such providers publicly available, including to community-based organizations” after “contracts”;

(8) in paragraph (11)(A), by inserting “, local educational agencies, institutions of higher education located in the local area, including minority-serving institutions, historically Black colleges and universities, and Tribally controlled colleges or universities, as appropriate,” after “(2302)”;

(9) in paragraph (12)(A), by striking “for the” and inserting “for all funds not otherwise reserved by the State allocated to local areas under section 128(b) and section 133(b), for local youth workforce activities authorized under section 129(c), and for local employment and training activities authorized under subsection (b) of section 134, and”;

(d) **SUNSHINE PROVISION.**—Section 107(e) (29 U.S.C. 3122(e)) is amended by inserting “that conforms at a minimum, to Level AA of the Web Content Accessibility Guidelines 2.0 of the Web Accessibility Initiative (or any successor guidelines)” after “means”.

(e) **STAFF.**—Section 107(f) (29 U.S.C. 3122(f)) is amended—

(1) by amending paragraph (2) to read as follows:

“(2) **QUALIFICATIONS.**—The local board shall establish and apply a set of qualifications for the position of director that ensures that the individual selected has the requisite knowledge, skills, and abilities, to meet identified benchmarks and effectively carry out the functions of the local board.”; and

(2) by adding at the end the following:

“(4) **PROFESSIONAL DEVELOPMENT.**—The local board shall ensure the provision of training to local board and one-stop delivery system staff on—

“(A) the expanded use of digital technology and tools for augmenting and improving the delivery of services to participants and employers;

“(B) the implementation of evidence-based strategies, such as career pathways and sector initiatives, and trauma-informed and gender-responsive counseling for meeting the needs of individuals with barriers to employment; and

“(C) how to improve and ensure equitable service delivery and outcomes for individuals who have been historically underserved, marginalized, and adversely affected as a result of race, ethnicity, age, or gender, including training on customer-centered service delivery, gender and racial bias, cultural competence, occupational stereotyping, and strategies for increasing participant and worker voice.”.

SEC. 208. LOCAL PLAN.

Section 108(b) (29 U.S.C. 3123(b)) is amended—

(1) in paragraph (1)—

(A) in subparagraph (A)—

(i) in clause (i), by striking “and” at the end;

(ii) in clause (ii), by inserting “and” at the end; and

(iii) by adding at the end the following:

“(iii) projected industries or sectors within the local area expected to decline or face significant changes in employment opportunities.”;

(B) in subparagraph (B), by striking “and skills” and inserting “, skills, and competencies”; and

(C) in subparagraph (C), by striking “(and unemployment)” and inserting “(unemployment, and underemployment)”;

(2) by amending paragraph (2) to read as follows:

“(2) a description and assessment of the workforce development system in the local area that identifies the programs that are included in that

system and how the local board will work with the entities carrying out core programs and other workforce development programs to support alignment of services, including—

“(A) services provided under programs that support the strategies identified in the State plan under section 102(b)(1)(E), including—

“(i) programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.);

“(ii) title II (relating to adult education and family literacy activities), including a description of how the local board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232, the review of local applications submitted under title II;

“(iii) title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.); and

“(iv) apprenticeship programs; and

“(B) the statewide rapid response activities under section 134(a)(2)(A);”;

(3) in paragraph (3), by inserting “and expansion” after “development”;

(4) in paragraph (4)—

(A) in subparagraph (A)—

(i) in clause (i), by striking “, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs” and inserting “in workforce development programs, including small employers, employers in high-skill, high-wage, or in-demand industry sectors and occupations, and employers in industry or sector partnerships”;

(ii) in clause (iii), by striking “and” at the end;

(iii) in clause (iv), by inserting “, and benefits, such as food and housing security” after “unemployment insurance programs”; and

(iv) by adding at the end the following:

“(v) improve the ability of individuals to make informed decisions about career pathways and training services, employment opportunities and job quality, and workplace rights and responsibilities; and”;

(B) in subparagraph (B), by inserting “and individuals” after “employers”;

(5) in paragraph (6)—

(A) in subparagraph (B), by inserting “, including digital technology,” after “technology”;

(B) in subparagraph (C), by striking “and” at the end; and

(C) by adding at the end the following:

“(E) a description of how the one-stop delivery system, including one-stop operators and one-stop partners, will work with employers to support the hiring of individuals with barriers to employment to ensure equitable service delivery and participant outcomes; and

“(F) a description of how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.”;

(6) by striking paragraphs (7) and (8);

(7) by redesignating paragraphs (9) through (12) as paragraphs (7) through (10), respectively;

(8) in paragraph (7), as so redesignated, by striking “assessment of” and inserting “comprehensive local needs assessment, as described in section 129(a)(2) of”;

(9) by striking paragraph (13);

(10) by redesignating paragraphs (14) through (20) as paragraphs (11) through (17), respectively;

(11) by inserting after paragraph (17), as so redesignated, the following:

“(18) that the local area will not prohibit self-attestation in a manner consistent with section 402A(e) of the Higher Education Act of 1965 (20 U.S.C. 1070a–11(e)) as a means for determining eligibility for a program or service under this Act of any individual who is so self-attesting; and”;

(12) by striking paragraph (21); and

(13) by redesignating paragraph (22) as paragraph (19).

CHAPTER 3—PERFORMANCE ACCOUNTABILITY

SEC. 211. PERFORMANCE ACCOUNTABILITY SYSTEM.

Section 116 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3141) is amended—

- (1) in subsection (b)—
- (A) in paragraph (2)—
- (i) in subparagraph (A)—

(I) by amending clause (i) to read as follows: “(i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and family literacy activities authorized under title II, the employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (V) and (VI) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741)), shall consist of—

“(I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

“(II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

“(III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

“(IV) the median earnings of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

“(V) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program; and

“(VI) the percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving measurable skill gains toward such a credential or employment.”;

(II) in clause (iii)—

(aa) by striking “clause (i)(IV)” each place it appears and inserting “clause (i)(V)”;

(bb) by inserting before the period at the end the following: “, unless such participants are enrolled in services under title II”;

(III) by striking clause (iv);

(ii) by amending subparagraph (B) to read as follows:

“(B) ADDITIONAL INDICATORS.—

“(i) STATE IDENTIFIED.—A State may identify in the State plan additional performance accountability indicators.

“(ii) SECRETARY IDENTIFIED.—The Secretary may identify additional indicators related to the quality of participants’ unsubsidized employment after exit from a program, including factors such as availability of paid time off, health, and retirement benefits, workplace safety and non-discrimination standards, predictable and stable work schedule, stackable credentials, and advancement opportunities.”; and

(B) in paragraph (3)(A)—

(i) by amending clause (iii) to read as follows:

“(iii) IDENTIFICATION IN STATE PLAN.—The Secretary of Labor in conjunction with the Secretary of Education shall—

“(I) propose expected levels of performance for each of the corresponding primary indicators of performance for each of the programs described in clause (ii) for each State for the first 2 program years covered by the State plan, and for the third and fourth program years covered by the State plan, which shall be consistent with the factors listed under clause (v); and

“(II) publish on a publicly accessible website—

“(aa) the statistical model developed under clause (viii), and the methodology used to develop each such proposed expected level of performance; and

“(bb) each such proposal.”;

(ii) in clause (v)—

(I) in subclause (II)(bb)—

(aa) by striking “ex-offender status, and welfare dependency” and inserting “justice involvement, and receipt of public assistance”;

and

(bb) by inserting before the semicolon at the end “, and other factors the Secretary determines relevant”;

(II) by amending subclause (III) to read as follows:

“(III) take into account the extent to which the levels involved promote continuous improvement, which may reflect an increase in the level of performance accountability measures, a change in service strategy and delivery, or a change in the participants served by such State and ensure optimal return on the investment of Federal funds; and”;

(iii) by amending clause (viii) to read as follows:

“(viii) STATISTICAL ADJUSTMENT MODEL.—The Secretary of Labor and the Secretary of Education, after consultation with the representatives described in paragraph (4)(B), shall—

“(I) develop and disseminate an objective statistical model that will be used to make the adjustments in the State adjusted levels of performance for actual economic conditions and characteristics of participants under clauses (v) and (vii); and

“(II) publicly disclose the factors included in the statistical adjustment model in a report describing the model used to determine the adjusted levels of performance.”;

(2) in subsection (d)—

(A) in paragraph (2)—

(i) in subparagraph (F), by inserting “, supportive,” after “career”;

(ii) in subparagraph (H), by inserting “and percentage” after “number”;

(iii) by redesignating subparagraph (L) as subparagraph (M); and

(iv) by inserting after subparagraph (K) the following:

“(L) information on earnings of participants 4 quarters prior to receiving career and training services and, to the extent data is available, in years 2 and 3 after exit from career and training services”;

(B) in paragraph (6)—

(i) by amending subparagraph (A) to read as follows:

“(A) STATE PERFORMANCE REPORTS.—The Secretary of Labor and the Secretary of Education shall annually make available the performance reports for States containing the information described in paragraph (2), which shall include making such reports available—

“(i) digitally using transparent, linked, open, and interoperable data formats that are human readable and machine actionable such that the data from these reports can be easily included in web-based tools and services supporting search, discovery, comparison, analysis, navigation, and guidance;

“(ii) electronically in easily understandable formats; and

“(iii) in paper-based formats, as necessary.”;

(ii) by amending subparagraph (B) to read as follows:

“(B) LOCAL AREA AND ELIGIBLE TRAINING PROVIDER PERFORMANCE REPORTS.—The State shall, on an annual basis, make available the performance reports for the local areas containing the information described in paragraph (3) and the performance reports for eligible providers of training services containing the information described in paragraph (4), which shall include making such reports available in each of the formats described in clauses (i) through (iii) of subparagraph (A).”;

(iii) in subparagraph (D), by striking “the Workforce” and inserting “Labor”;

(3) by redesignating subsections (f), (g), (h), and (i) as subsections (g), (h), (i), and (j), respectively;

(4) by inserting the following after subsection (e):

“(f) STATE EQUITY REPORTS.—

“(I) IN GENERAL.—Using funds authorized under a core program and made available to carry out this section, the State, in coordination with local boards in the State and the State agencies responsible for the administration of the core programs, shall annually prepare and submit to the Secretary a report on the progress of the State in achieving equitable outcomes in the State levels of performance relating to indicators described in subsection (b)(2)(A) for a program for any program year, which shall—

“(A) identify and quantify any disparities or gaps in performance on such levels of performance for each such indicator between—

“(i) individuals with barriers to employment; and

“(ii) individuals without such barriers to employment; and

“(B) include a quantifiable description of the progress that individuals with barriers to employment have made in meeting such levels of performance.

“(2) INFORMATION DISAGGREGATION.—The information provided in subparagraphs (A) and (B) of paragraph (1) shall be disaggregated—

“(A) by industry sector; and

“(B) by each subpopulation of individuals with barriers to employment (as defined in section 3).

“(3) INFORMATION DISSEMINATION.—The Secretary shall make the information contained in such reports available to the general public in a manner consistent with the requirements described in subsection (d)(6)(A).”.

Subtitle B—Workforce Investment Activities and Providers

CHAPTER 1—WORKFORCE INVESTMENT ACTIVITIES AND PROVIDERS

SEC. 221. ESTABLISHMENT OF ONE-STOP DELIVERY SYSTEMS.

(a) ONE-STOP PARTNERS.—Section 121(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(b)) is amended—

(1) in paragraph (1)—

(A) in subparagraph (A)(ii), by striking “, including payment of the infrastructure costs of one-stop centers in accordance with subsection (h)” and inserting “(other than payment of the physical and virtual infrastructure costs of one-stop centers in accordance with subsection (h), except as provided under subsection (c)(2)(A)(ii)(II) in the memorandum of understanding)”;

(B) in subparagraph (B)—

(i) by inserting “and” at the end of clause (xi);

(ii) by striking clause (xii); and

(iii) by redesignating clause (xiii) as clause (xii); and

(C) in subparagraph (C)(ii)(II), by striking “and the Secretary of Health and Human Services” and inserting “, the Secretary of Education, and the Secretary of Health and Human Services”;

(2) in paragraph (2)(B)—

(A) by redesignating clause (vii) as clause (viii);

(B) in clause (vi), by striking “and” after the semicolon; and

(C) by inserting after clause (vi) the following: “(vii) employment and training programs carried out by the Economic Development Administration; and”.

(b) MEMORANDUM OF UNDERSTANDING.—Section 121(c)(2)(A) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(c)(2)(A)) is amended—

(1) in clause (ii)—

(A) in subclause (I) by striking “and” after the semicolon;

(B) by amending subclause (II) to read as follows:

“(II) funding of physical and virtual infrastructure costs of one-stop centers in accordance with subsection (h)(3), if funding received by the local area under subsection (h)(2) is insufficient to cover such costs;”; and

(2) by amending clause (iv) to read as follows:

“(iv) methods to provide appropriate access of services (including access to technology and materials) to workers, youth, and individuals with barriers to employment through the one-stop delivery system to address the needs of such workers and youth, and to increase access, particularly in underserved and rural communities; and”.

(c) **ONE-STOP OPERATORS.**—Section 121(d) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(d)) is amended—

(1) in paragraph (2)—

(A) in subparagraph (A), by striking “process; and” and inserting “process, except as authorized by paragraph (4), and in manner that ensures that such designation or certification does not displace (including a partial displacement, such as a reduction in the hours of nonovertime work, wages, or employment benefits) any currently employed public employees under a merit system; and”; and

(B) in subparagraph (B)—

(i) by amending clause (i) to read as follows:

“(i) a secondary school, an area career and technical education school, or an institution of higher education;”; and

(ii) in clause (v), by striking “and” after the semicolon;

(iii) by redesignating clause (vi) as clause (vii);

(iv) by inserting after clause (v) the following:

“(vi) a public library; and”; and

(v) in clause (vii), as so redesignated, by inserting “or joint labor-management” after “a labor”; and

(2) by redesignating paragraphs (3) and (4) as paragraphs (5) and (6);

(3) by inserting after paragraph (2) the following:

“(3) **RESPONSIBILITIES.**—The responsibilities of the one-stop operator—

“(A) shall include managing the physical and virtual infrastructure and operations of the one-stop system in the local area, and facilitating coordination among the partners in the one-stop system; and

“(B) may include the provision of direct services to job seekers and employers.

“(4) **LOCAL BOARD AS ONE-STOP OPERATOR.**—Subject to approval from the Governor and in accordance with any other eligibility criteria established by the State, a local board may serve as a one-stop operator consistent with the requirements of this subsection.”; and

(4) in paragraph (5), as so redesignated, by striking “and secondary schools”.

(d) **ESTABLISHMENT OF ONE-STOP DELIVERY SYSTEM.**—Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)) is amended—

(1) in subparagraph (A)—

(A) by inserting “in person or virtually” after “accessible”; and

(B) by inserting “and in a manner that improves efficiency, coordination, and quality in the delivery of one-stop partner services” after “State”; and

(2) in subparagraph (B)—

(A) in clause (i), by inserting “(such as a community college campus, a secondary school, an area career and technical education school, or a public library) and through community-based organizations” after “affiliated sites”; and

(B) in clause (ii)(II) by adding “and” after the semicolon;

(3) in subparagraph (C)—

(A) by inserting “virtual or physical” after “may have”; and

(B) by striking “; and” and inserting a period; and

(4) by striking subparagraph (D).

(e) **CERTIFICATION AND CONTINUOUS IMPROVEMENT OF ONE-STOP CENTERS.**—Section

121(g)(2)(A) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(g)(2)(A)) is amended by striking “subsections (h)(1)” and inserting “subsections (h)(3)”.

(f) **FUNDING OF ONE-STOP INFRASTRUCTURE.**—Section 121(h) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(h)) is amended to read as follows:

“(h) **FUNDING OF ONE-STOP INFRASTRUCTURE.**—

“(1) **IN GENERAL.**—For any program year, not more than 10 percent of the funds allotted under sections 127 and 132, and section 6 of the Wagner-Peyser Act (29 U.S.C. 49e), and not more than 2 percent of the funds allotted under section 211, shall be used to fund the costs of infrastructure of one-stop centers in local areas, and the percentage of an allotment under any such section shall be proportionate to the use of the one-stop delivery system by the programs funded by such section.

“(2) **ALLOCATION BY GOVERNOR.**—

“(A) **IN GENERAL.**—From the funds provided under paragraph (1), the Governor shall allocate the funds to local areas in accordance with the formula established under subparagraph (B) for the purposes of paying the costs of infrastructure of one-stop centers.

“(B) **ALLOCATION FORMULA.**—The State board shall develop a formula to be used by the Governor to allocate the funds provided under paragraph (1) to local areas. The formula shall be based on factors including the number of one-stop centers in a local area, the intensity of services provided by such centers, the population served by such centers, the services provided by such centers, and other factors relating to the performance of such centers that the State board determines are appropriate.

“(C) **COSTS OF INFRASTRUCTURE.**—In this subsection, the term “costs of infrastructure”, used with respect to a one-stop center, means the nonpersonnel costs that are necessary for the general operation of the one-stop center (whether for in-person or virtual service delivery), including the rental costs of the facilities, the costs of utilities and maintenance, equipment (including assessment-related products and assistive technology for individuals with disabilities), and technology to facilitate access to the one-stop center, including the center’s planning and outreach activities.

“(3) **ADDITIONAL FUNDING.**—

“(A) **IN GENERAL.**—In the case of a local area for which funds allocated under paragraph (2) are insufficient to cover the total costs of infrastructure of one-stop centers in such local area, the local board, chief elected officials, and one-stop partners described in subsection (b)(1) in such local area may fund such costs through methods agreed on by the local board, chief elected officials, and one-stop partners (and described in the memorandum of understanding described in subsection (c)).

“(B) **GUIDANCE FOR INFRASTRUCTURE FUNDING.**—The Governor, after consultation with chief elected officials, local boards, and the State board, and consistent with the guidance and policies provided by the State board under subparagraphs (B) and (C)(i) of section 101(d)(7), shall provide, for the use of local areas under subparagraph (A)—

“(i) guidelines for State-administered one-stop partner programs, for determining such programs’ contributions to a one-stop delivery system, based on such programs’ proportionate use of such system consistent with chapter II of title 2, Code of Federal Regulations (or any corresponding similar regulation or ruling), including determining funding for the costs of infrastructure, which contributions shall be negotiated pursuant to the memorandum of understanding under subsection (c); and

“(ii) guidance to assist local boards, chief elected officials, and one-stop partners in local areas in determining equitable and stable methods of funding the costs of infrastructure of one-stop centers in such areas.”.

(g) **OTHER FUNDS.**—Section 121(i)(2) (29 U.S.C. 3151(i)(2)) is amended by striking “basic skills” and inserting “foundational skill needs”.

SEC. 222. IDENTIFICATION OF ELIGIBLE PROVIDERS OF TRAINING SERVICES.

(a) **CRITERIA AND INFORMATION REQUIREMENTS.**—Section 122(b) (29 U.S.C. 3152(b)) is amended—

(1) in paragraph (1)—

(A) by amending the matter preceding subparagraph (A) to read as follows: “The criteria established pursuant to subsection (a) shall include criteria on each of the following:”; and

(B) in subparagraph (A)(i), striking “performance accountability measures” and inserting “levels of performance achieved on the indicators described in section 116”; and

(C) in subparagraph (B)—

(i) by striking “The need to ensure” and inserting “Ensuring”; and

(ii) by inserting “and online learning platforms” after “technology”; and

(D) by amending subparagraph (D) to read as follows:

“(D)(i) With respect to each training program of each such provider—

“(I) the degree to which the training program—

“(aa) relates to in-demand industry sectors and occupations in the State or local areas within the State, based on analysis of labor market data and direct engagement with local employers; and

“(bb) satisfies any applicable educational requirements for professional licensure or certification, including licensure or certification examinations needed to practice or find employment in the sectors or occupations for which the program prepares the individual in the State; and

“(II) the expected—

“(aa) recognized postsecondary credentials earned as part of such program;

“(bb) employment opportunities upon program completion;

“(cc) median earnings of individuals during the fourth quarter after exit from the program, as compared to median earnings of occupations for which the program prepares the individual in the State and local area;

“(dd) program cost of such program;

“(ee) competencies taught as part of such program that align to expected job opportunities;

“(ff) time to completion of such program; and

“(gg) alignment of such program to career pathways; and

“(ii)(I) Subject to subclauses (II) and (III), the information described in clause (i) shall be validated in accordance with guidance issued by the Secretary with respect to each training program of each such provider, which may include validation, by at least one of the following entities:

“(aa) 3 or more employers.

“(bb) An industry association.

“(cc) A labor organization or joint labor-management organization, or an industry or sector partnership.

“(II) The requirements of subclause (I) shall not apply to any program that is—

“(aa) offered by a public institution of higher education; or

“(bb) accredited by a programmatic accrediting agency (as defined in section 602.3 of title 34, Code of Federal Regulations (or successor regulations)).

“(III) An entity listed in item (aa), (bb), or (cc) of subclause (I) that is providing validation under this clause with respect to a training program may not be the provider of such training program.”.

(E) by striking subparagraphs (E), (F), (G), and (H);

(F) by redesignating subparagraphs (I) and (J) as subparagraphs (E) and (F), respectively; and

(G) in subparagraph (F), as so redesignated—

(i) by amending clause (i) to read as follows:

“(i) the accountability of the providers, including in the case of a training program that

is offered by an institution of higher education, that such institution has not been subject, during the 5 years preceding the date of the determination of whether such a provider meets such criteria, to—

“(I) any suspension, emergency action, or termination of programs under title IV of the Higher Education Act of 1965;

“(II) any adverse action by the accrediting agency or association of the institution of higher education; or

“(III) any action by the State to revoke a license or other authority to operate;”; and
(ii) in clause (ii), by striking “one-stop centers” and inserting “local boards”;

(2) in paragraph (2)—

(A) by striking “The information” and inserting the following:

“(A) PROVIDERS OF TRAINING SERVICES.—The information”

(B) by redesignating subparagraphs (A) through (E) as clauses (i) through (v), respectively; and

(C) by adding at the end the following:

“(B) STATES.—The State shall make available on a publicly accessible website and in a manner that does not reveal personally identifiable information—

“(i) the criteria, information requirements, and procedures regarding the eligibility of providers of training services established pursuant to subsection (a); and

“(ii) the appropriate, accurate, and timely information each provider of training services submits to the State in accordance with subparagraph (A) of this paragraph.”;

(3) in paragraph (4)—

(A) in subparagraph (B)—

(i) by striking “section 122 of the Workforce Investment Act of 1998, as in effect on the day before the date of enactment of this Act” and inserting “section 122, as in effect on the date before the date of enactment of the Workforce Innovation and Opportunity Act of 2022”; and

(ii) by inserting at the end the following: “A Governor shall make an eligibility determination under this paragraph with respect to a provider not later than 60 days after receipt of an application for such a determination from such provider.”;

(B) in subparagraph (C) by inserting “, including to the extent practicable for the 2-year period preceding the date of the provider’s application under this paragraph” after “sub-title”; and

(C) in subparagraph (D)—

(i) in clause (i), by striking “a factor” and inserting “the levels of performance achieved”;

(ii) in clause (iii), by striking “and” at the end;

(iii) in clause (iv), by striking the period at the end and inserting “; and”; and

(iv) by adding at the end the following:

“(v) a factor related to serving individuals with barriers to employment.”

(b) PROCEDURES.—Section 122(c)(2) (29 U.S.C. 3152(c)(2)), by striking “biennial” and inserting “annual”.

(c) LIST AND INFORMATION TO ASSIST PARTICIPANTS IN CHOOSING PROVIDERS.—Section 122(d)(3) (29 U.S.C. 3152(d)(3)), by inserting “on a publicly accessible website that is consumer-tested and is searchable and comparable, through the use of common, linked, open-data description language” after “individual participant”.

(d) ENFORCEMENT.—Section 122(f)(1) (29 U.S.C. 3152(f)(1)) is amended to read as follows:

“(I) IN GENERAL.—The procedures established under this section shall provide the following:

“(A) FAILURE TO MEET PROGRAM REQUIREMENTS.—In addition to the violations described in subparagraph (B), any provider of training services eligible to receive funds under chapter 3—

“(i) shall have such eligibility terminated for a period of 1 year upon a determination by an individual or entity specified in the procedures, that such provider—

“(I) in a case in which the provider receives initial eligibility under subsection (b)(4), failed to report information as required under subsection (b)(4)(C);

“(II) failed to inform the State board or local board that the training program of such provider has changed, and as a result of such change the information with respect to such training program under subsection (b)(1) used by the Governor to determine the provider’s eligibility to receive such funds no longer accurately describes such training program; or

“(III) failed to meet the expected performance as described in subsection (b)(4)(D); or

“(ii) may have such eligibility terminated as a result of offering a program for a period of less than 2 years—

“(I) that is no longer aligned to in-demand industry sectors or occupations; or

“(II) that results in employment with wages below the median earnings for the occupation in the State or local area due to the insufficient quality of training provided under the program.

“(B) SUBSTANTIAL VIOLATIONS.—Upon a determination, by an individual or entity specified in the procedures, that a provider of training services substantially violated any requirement under this title, or that an individual providing information on behalf of the provider intentionally supplied inaccurate information under this section, the eligibility of such provider to receive funds under chapter 3 for the program involved shall be terminated for a period of not less than 2 years.

“(C) REPAYMENT.—A provider of training services whose eligibility is terminated under subparagraph (A) or (B) of this paragraph shall be liable for the repayment of funds received under chapter 3 during a period of violation described in such subparagraph.”.

(e) TRANSITION PERIOD.—Section 122(i) (29 U.S.C. 3152(i)) is amended to read as follows:

“(i) TRANSITION PERIOD FOR IMPLEMENTATION.—The Governor and local boards shall implement the requirements of this section, as amended by the Workforce Innovation and Opportunity Act of 2022, not later than 12 months after the date of enactment of such Act, except that the criteria established under items (ff) and (gg) of subsection (b)(1)(D)(i)(II) may not be used until the date that is 3 years after the date of enactment of such Act.”.

CHAPTER 2—YOUTH WORKFORCE INVESTMENT ACTIVITIES

SEC. 231. STATE ALLOTMENTS.

Section 127 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3162) is amended—

(1) by amending subsection (a)(1) to read as follows:

“(1) reserve 1½ percent of funds appropriated under section 136(a), for each fiscal year for which funds are appropriated under such section, to provide youth workforce investment activities under section 167 (relating to migrant and seasonal farmworkers); and”; and

(2) in subsection (b)(1)—

(A) in subparagraph (A), by striking “not more than 1½” and inserting “2”; and

(B) in subparagraph (B)—

(i) in clause (i), by striking “1/4 of”; and

(ii) by striking clause (ii); and

(iii) by redesignating clause (iii) as clause (ii).

SEC. 232. WITHIN STATE ALLOCATIONS.

Section 128(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3163(b)) is amended by adding at the end the following:

“(5) TRANSFER AUTHORITY.—A local board may transfer, if such a transfer is approved by the Governor, up to and including 100 percent of the funds allocated to the local area under section 130(a)(2), and up to and including 100 percent of the funds allocated to the local area under this subsection for a fiscal year between—

“(A) activities under section 129(c); and

“(B) activities under section 130.”.

SEC. 233. USE OF FUNDS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES.

(a) COMPREHENSIVE LOCAL NEEDS ASSESSMENT.—Section 129(a) of the Workforce Inno-

tion and Opportunity Act (29 U.S.C. 3164(a)) is amended to read as follows:

“(a) COMPREHENSIVE LOCAL NEEDS ASSESSMENT.—

“(1) IN GENERAL.—In order to determine which subpopulation of eligible youth a local area can best serve, a local board shall ensure that the comprehensive needs assessment related to youth workforce investment activities under section 108(b)(9) of the local plan shall meet the requirements of this subsection, and shall be updated at least once every 4 years.

“(2) REQUIREMENTS.—A comprehensive local needs assessment described in paragraph (1) with respect to a local area shall include each of the following:

“(A) A description of how youth workforce investment activities offered by the local area are—

“(i) sufficient in size, scope, and quality to meet the needs of eligible youth in the local area;

“(ii) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations (including career pathways), identified by the State board or local board; and

“(iii) developed in partnership with eligible youth in the local area and aligned with their needs, including program elements and offerings.

“(B) An identification of successful models of youth workforce investment activities.

“(C) A description of the progress during the most recent 2 program years covered by the local plan of the local area toward implementation of equal access to high-quality youth workforce investment activities, including—

“(i) strategies to provide eligible youth access to paid work experience opportunities and career pathways;

“(ii) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, youth workforce investment activities for eligible youth;

“(iii) providing programs and activities that are designed to enable eligible youth to attain a secondary school diploma or its equivalent, or recognized postsecondary credentials;

“(iv) providing programs and activities to prepare eligible youth for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; and

“(v) strategies to identify the local area needs of the subpopulations of eligible youth described in section 128(b)(4)(A)(i).

“(3) CONSULTATION.—In conducting the comprehensive needs assessment under paragraph (1), the local area shall involve a diverse body of stakeholders, including, at a minimum—

“(A) representatives of local educational agencies, including representatives of career and technical education programs;

“(B) eligible providers of training services, including eligible providers of apprenticeship programs and pre-apprenticeship programs, and providers of internships, paid or unpaid work experience opportunities, or transitional jobs;

“(C) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State;

“(D) interested community representatives, including community-based organizations;

“(E) representatives of eligible youth, including representatives of regional or local agencies serving eligible youth;

“(F) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

“(G) any other stakeholders that the State may require the local area to consult.

“(4) CONTINUED CONSULTATION.—Each local area receiving financial assistance under this chapter shall consult with stakeholders described in paragraph (3) on an ongoing basis, as determined by the Governor. This may include consultation in order to—

“(A) provide input on quadrennial updates to the comprehensive needs assessment required under paragraph (1);

“(B) ensure youth workforce investment activities—

“(i) are responsive to local area employment needs;

“(ii) are responsive to local area youth’s career interests and goals;

“(iii) are aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in paragraph (3), which may include high-skill, high-wage, or in-demand industry sectors or occupations identified by the local board;

“(iv) are informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

“(v) are designed to meet current, intermediate, or long-term labor market projections; and

“(vi) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of youth workforce investment activities to ensure such activities align with skills and competencies required by local employment opportunities, including activities such as the identification of relevant skills, competencies, recognized postsecondary credentials, and current technology and equipment;

“(C) identify and encourage opportunities for work-based learning; and

“(D) ensure funding under this part is used in a coordinated manner with other local resources.”.

(b) **STATEWIDE ACTIVITIES.**—Section 129(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164(b)) is amended—

(1) by amending paragraph (1)(B) to read as follows:

“(B) disseminating the list of eligible providers of youth workforce investment activities, as determined under section 123, including in transparent, linked, open, and interoperable data formats;”;

and

(2) in paragraph (2)—

(A) in subparagraph (C), by striking “described in section 134(c)(2)” and inserting “, including individualized career services;”;

(B) in subparagraph (D)(v), by striking “and” at the end;

(C) in subparagraph (E), by striking the period at the end and inserting “; and”;

(D) by adding at the end the following:

“(F) establishing, supporting, and expanding work-based learning opportunities, including transitional jobs, that are aligned with career pathways.”.

(c) **LOCAL ELEMENTS AND REQUIREMENTS.**—

(1) **PROGRAM DESIGN.**—Section 129(c)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164(c)(1)) is amended—

(A) in subparagraph (C)—

(i) in clause (iv), by striking “in appropriate cases” and inserting “including paid work-based learning opportunities”; and

(ii) in clause (v), by inserting “high-skill, high-wage, or” before “in-demand”; and

(B) in subparagraph (D), by striking “10 percent” and inserting “15 percent”.

(2) **PROGRAM ELEMENTS.**—Section 129(c)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164(c)(2)) is amended to read as follows:

“(2) **PROGRAM ELEMENTS.**—In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, local areas shall ensure that each of the following elements are provided under the programs described in paragraph (1), as appropriate, to meet the needs of eligible youth in the local area:

“(A) Tutoring, study skills training, instruction, and dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of

attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

“(B) Alternative secondary school services, or dropout recovery services, as appropriate.

“(C) Paid or unpaid, work-based learning experiences, which—

“(i) may include summer and year-round employment opportunities that meet the requirements of section 130; and

“(ii) may include, to the extent practicable—

“(I) pre-apprenticeship or apprenticeship programs;

“(II) internships and job shadowing; and

“(III) on-the-job training opportunities.

“(D) Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with high-skill, high-wage, or in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123.

“(E) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

“(F) Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.

“(G) Supportive services.

“(H) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.

“(I) Follow-up services for the longer of 24 months or the completion of any postsecondary education or training to which participants are referred after completion of such program.

“(J) Comprehensive guidance and counseling, including trauma-informed approaches.

“(K) Financial literacy education.

“(L) Entrepreneurial skills training.

“(M) Services that provide labor market and employment information about high-skill, high-wage, or in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services, which may include providing such services to elementary and secondary schools (as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)).

“(N) Activities that help youth prepare for and transition to postsecondary education and training.

“(O) Digital skills training, including access to training that supports basic digital literacy.”.

(3) **CONSISTENCY WITH COMPULSORY SCHOOL ATTENDANCE LAWS.**—Section 129(c)(4) (29 U.S.C. 3164(c)(4)) is amended to read as follows:

“(4) **CONSISTENCY WITH COMPULSORY SCHOOL ATTENDANCE LAWS.**—In providing assistance under this section to an individual who is required to attend school under applicable State compulsory school attendance laws, the priority in providing such assistance shall be for the individual to attend school regularly.”.

SEC. 234. SUMMER AND YEAR-ROUND EMPLOYMENT FOR YOUTH.

Chapter 2 of subtitle B of title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111 et seq.), as amended by the preceding sections, is further amended by adding at the end the following:

“SEC. 130. SUMMER AND YEAR-ROUND EMPLOYMENT FOR YOUTH.

“(a) **FUNDING.**—

“(1) **STATE ALLOTMENT.**—From the amount appropriated under section 136(b) for a fiscal year, the Secretary shall allot funds to each State on the basis of the relative allotment the State received under section 127(b) for such fiscal year, compared to the total amount allotted to all States under section 127(b) for such fiscal year.

“(2) **LOCAL AREA ALLOCATION.**—A State shall use the funds allotted under paragraph (1) for a fiscal year to allocate funds to each local area of the State on the basis of the relative allocation the local area received under section 128(b) for such fiscal year, compared to the total amount allocated to all local areas in the State under section 128(b) for such fiscal year.

“(b) **ACTIVITIES.**—The local board of a local area covered by the local plan submitted under section 108—

“(1) shall use the funds received under this section to—

“(A) plan, develop, and carry out a summer employment program or a year-round employment program described in subsection (c);

“(B) increase the number of summer or year-round employment opportunities offered through such program, including unsubsidized or partly subsidized opportunities, and opportunities in the private sector;

“(C) engage or establish industry or sector partnerships to determine local employment needs to inform the establishment of such a program; and

“(D) conduct outreach to eligible youth and employers; and

“(2) may—

“(A) use the funds received under this section to develop technology infrastructure, including data and management systems, to support such a program;

“(B) use such funds to enhance the program elements required under subsection (c)(1); and

“(C) use not more than 25 percent of such funds to subsidize not more than 65 percent of the wages of each eligible youth participating in such a program.

“(c) **SUMMER AND YEAR-ROUND EMPLOYMENT PROGRAM REQUIREMENTS.**—

“(1) **PROGRAM ELEMENTS.**—A summer employment program or a year-round employment program described in this subsection shall include the following program elements:

“(A) Work-readiness training (including soft skills) and educational programs aligned to career pathways for eligible youth to enhance their year-round employment opportunities, including digital literacy and online work-readiness opportunities, as appropriate, and support obtaining documentation needed for employment, such as identification or licenses.

“(B) Coaching and mentoring services for eligible youth participating in the program to enhance their summer or year-round employment opportunities and encourage completion of such opportunities through the program.

“(C) Coaching and mentoring services for employers on how to successfully employ each eligible youth participating in the program in meaningful work, including providing a safe work and training environment for all participants, regardless of race, color, disability, age, religion, national origin, sexual orientation, or gender identity.

“(D) Career exploration, career counseling, career planning, and college planning services for eligible youth participating in the program.

“(E) High-quality financial literacy education as described in section 129(b)(2)(D), for eligible youth participating in the program, including education on the use of credit and financing higher education, and access to safe and affordable banking.

“(F) Providing supportive services to eligible youth, or connecting such youth to supportive services provided by another entity, to enable participation in the program, which may include food and nutrition services, and health and mental health care supports.

“(G) Follow-up services for not less than 12 months after the completion of participation, as appropriate.

“(H) Integration of services provided by the program with youth development programs, secondary school programs, career and technical education programs, youth workforce investment activities under this chapter, and skills

training programs funded by the State or Federal Government, as applicable.

“(I) Connecting youth participating in the program to providers of youth services, adult employment and training services, vocational rehabilitation services, adult education and family literacy services under title II, career pathways, postsecondary education, or skills training programs funded by the State or Federal Government, as applicable.

“(J) Commitment and support from mayors or county executives to support the execution of the program.

“(2) PROGRAM DESIGN.—

“(A) SUMMER EMPLOYMENT PROGRAM.—In addition to the program elements described in paragraph (1), a summer employment program described in this subsection shall be a program that matches eligible youth participating in such program with an appropriate employer (based on factors including the needs of the employer and the age, skill, and aspirations of the eligible youth) for high-quality summer employment, which—

“(i) may not be less than 4 weeks; and

“(ii) may not pay less than the greater of the applicable Federal, State, or local minimum wage.

“(B) YEAR-ROUND EMPLOYMENT PROGRAM.—In addition to the program elements described in paragraph (1), a year-round employment program described in this subsection shall be a program that matches each eligible youth participating in the program with an appropriate employer, based on factors (including the needs of the employer and the age, skill, and informed aspirations of the participant) for high-quality, year-round employment, which—

“(i) may not be less than 180 days and more than 1 year;

“(ii) may not pay less than the greater of the applicable Federal, State, or local minimum wage; and

“(iii) may not employ the eligible youth for less than 20 hours per week.

“(3) PRIORITY.—In carrying out a summer employment program or a year-round employment program receiving assistance under this section, a local area shall give priority to year-round employment opportunities offered under such program—

“(A) in existing or emerging high-skill, high-wage, or in-demand industry sectors or occupations; or

“(B) that meet community needs in the public, private, or nonprofit sector.

“(d) PERFORMANCE ACCOUNTABILITY.—For each local board carrying out a summer or year-round employment program receiving assistance under this section, the primary indicators of performance, with respect to each such program, shall include—

“(1) the performance metrics described in clause (i)(VI), and subparagraphs (I) and (II) of clause (ii), of section 116(d)(2)(A);

“(2) the percentage of eligible youth completing the summer or year-round program, as applicable; and

“(3) the percentage of youth having participated in work-based learning.

“(e) REPORTS.—

“(1) IN GENERAL.—In addition to information required as part of the State performance report described in section 116(d)(2), each State shall include for each summer and year round employment program receiving assistance under this section—

“(A) the number of eligible youth participating in the program who complete a summer employment opportunity or a year-round employment opportunity through the program;

“(B) the average cost per participant to develop or expand such program, and the activities and services, and supportive services provided under such program;

“(C) the number of eligible youth participating in such program and accessing services as described in subparagraph (B);

“(D) the number of youth participants receiving a subsidized wage, and the total amount and source of each such subsidy, including the average amount of the subsidy covered by funds received under this section;

“(E) the average number of hours and weeks worked and the average amount of wages earned by eligible youth participating in the program;

“(F) the average number of hours spent on—
“(i) recruitment and retention strategies; and
“(ii) support for participating youth, such as time management, career planning, and financial literacy training;

“(G) the percent of eligible youth participating in the program that are placed in—

“(i) an employment opportunity in the non-profit sector;

“(ii) an employment opportunity in the public sector; and

“(iii) an employment opportunity in the for-profit sector; and

“(H) any other information that the Secretary of Labor determines necessary to monitor the effectiveness of the summer or year-round employment program.

“(2) DISAGGREGATION.—The information required to be reported under subparagraphs (A), (B), and (G) of paragraphs (1) shall be disaggregated by race, ethnicity, sex, age, and the subpopulations of eligible youth (as defined in section 3).”.

CHAPTER 3—ADULT AND DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES

SEC. 241. WITHIN STATE ALLOCATIONS.

Section 133(b)(2) (29 U.S.C. 3173(b)(2)) is amended—

(1) in subparagraph (A)(iii), by striking “The term, used with respect to fiscal year 2013 or 2014, means a percentage of the amount allocated to local areas under paragraphs (2)(A) and (3) of section 133(b) of the Workforce Investment Act of 1998 (as in effect on the day before the date of enactment of this Act), received through an allocation made under paragraph (2)(A) or (3) of that section for fiscal year 2013 or 2014, respectively.”; and

(2) in subparagraph (B)(iv), by striking “The term, used with respect to fiscal year 2014, means a percentage of the amount allocated to local areas under section 133(b)(2)(B) of the Workforce Investment Act of 1998 (as in effect on the day before the date of enactment of this Act), received through an allocation made under that section for fiscal year 2014.”.

SEC. 242. USE OF FUNDS FOR EMPLOYMENT AND TRAINING ACTIVITIES.

(a) REQUIRED STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES.—

(1) STATEWIDE RAPID RESPONSE ACTIVITIES.—Section 134(a)(2)(A)(ii) (29 U.S.C. 3174(a)(2)(A)(ii)) is amended by striking “, and section 133(a)(2) of the Workforce Investment Act of 1998 (as in effect on the day before the date of enactment of this Act)”.

(2) STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES.—Section 134(a)(2)(B)(i) (29 U.S.C. 3174(a)(2)(B)) is amended by striking subclauses (III) and (IV) and inserting the following:

“(III) local areas by providing information on and support for the effective development, convening, and implementation of industry or sector partnerships described in subsection (c)(5);

“(IV) local areas for carrying out career pathway development efforts, which may include alignment and coordination efforts with career and technical education programs of study; and

“(V) local areas, one-stop operators, one-stop partners, and eligible providers, including for—

“(aa) the continuous development and training of staff on strategies for preparing individuals with barriers to employment to enter in-demand industry sectors or occupations and non-traditional occupations;

“(bb) the development of exemplary program activities; and

“(cc) the provision of technical assistance to local areas that fail to meet local performance accountability measures described in section 116(c);”.

(b) ALLOWABLE STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES.—Section 134(a)(3)(A) (29 U.S.C. 3174(a)(3)(A)) is amended—

(1) in clause (ii), by inserting “or bringing evidenced-based programs to scale” after “strategies”;

(2) by amending clause (iii) to read as follows: “(iii) the development or identification of, and sharing of information (in transparent, linked, open, and interoperable data formats) about, education and training programs that—

“(I) respond to real-time labor market analysis;

“(II) utilize direct assessment and prior learning assessment to measure and provide credit for prior knowledge, skills, competencies, and experiences;

“(III) evaluate such skills and competencies for adaptability, ensure credits are portable and stackable for more skilled employment; and

“(IV) accelerate course or credential completion, and facilitate the sharing of information about such programs in transparent, linked, open, and interoperable data formats;”;

(3) by amending clause (v) to read as follows:

“(v) supporting the development of alternative programs and other activities that enhance the choices available to older individuals (including options for self-employment and other wage-earning activities that lead to economic self-sufficiency), and enhance skills (such as digital literacy) in older individuals;”;

(4) in clause (viii)(II)—

(A) by amending item (dd) to read as follows: “(dd) adult education, literacy, and digital literacy activities, including those provided by public libraries;”;

(B) in item (ee), by striking “ex-offenders” and inserting “justice-involved individuals”;

(C) by striking “and” at the end of item (ff); and

(D) by adding at the end the following:

“(gg) programs under the Older Americans Act of 1965 (42 U.S.C. 3001 et seq.) that support employment and economic security; and

“(hh) State domestic violence coalitions (as defined in section 302 of the Family Violence Prevention and Services Act (42 U.S.C. 10402)) and tribal coalitions (as defined in section 40002(a) of the Violence Against Women Act of 1994 (34 U.S.C. 12291(a))).”.

(c) REQUIRED LOCAL EMPLOYMENT AND TRAINING ACTIVITIES.—

(1) IN GENERAL.—Section 134(c)(1)(A) (29 U.S.C. 3174(c)(1)(A)) is amended by striking clauses (iv) and (v) and inserting the following:

“(iv) to provide supportive services described in paragraph (4) to adults and dislocated workers, respectively, through the one-stop delivery system in accordance with such paragraph;

“(v) to establish and develop relationships and networks with large and small employers and their intermediaries; and

“(vi) to develop, convene, or implement industry or sector partnerships described in paragraph (5).”.

(2) CAREER SERVICES.—

(A) SERVICES PROVIDED.—Section 134(c)(2)(A) (29 U.S.C. 3174(c)(2)(A)) is amended—

(i) by amending clause (iii) to read as follows:

“(iii) initial assessment of skill levels (including literacy, digital literacy, numeracy, and English language proficiency), competencies, abilities, current applicable foreign academic and professional credentials, guidance and services on transferring high-skilled foreign certifications, and supportive service needs, which may include diagnostic testing and use of other assessment tools;”;

(ii) by amending clause (vi) to read as follows:

“(vi) provision of workforce and labor market employment statistics information and related skills development information, including the provision of accurate information (including

real-time data to the extent practicable) relating to local, regional, and national labor market areas, including—

“(I) job vacancy listings in such labor market areas;

“(II) information on job skills and credentials necessary to obtain the jobs described in subclause (I); and

“(III) information on education and skills development programs that are available for attaining needed skills and credentials for the jobs described in subclause (I), including information—

“(aa) on the pathways to such skills and credentials (including information on career pathway programs in the local area);

“(bb) on the quality of such education and training programs, consistent with the performance information provided under clause (vii); and

“(cc) on the comparability of current foreign academic and professional certifications to needed skills and credentials; and

“(IV) information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for such occupations;”;

(iii) by amending clause (xi) to read as follows:

“(xi) assistance in identifying and establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under this Act, including Federal financial aid under title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.) and through State-funded education and training programs;”;

(iv) in clause (xii), by striking subclauses (IV) through (XI) and inserting the following:

“(IV) individual counseling, including career counseling;

“(V) career planning;

“(VI) assessment and development of employability skills, including development of learning skills, communication skills, interviewing skills, punctuality, and professional conduct, to prepare individuals for unsubsidized employment or training;

“(VII) financial literacy services, such as the activities described in section 129(b)(2)(D);

“(VIII) out-of-area job search assistance and relocation assistance; or

“(IX) English language acquisition and integrated education and training programs; and”;

and

(v) in clause (xiii), by inserting “and options for further skill upgrading and career advancement” after “the workplace”.

(B) **USE OF PREVIOUS ASSESSMENTS.**—Subparagraph (B) of section 134(c)(2) (29 U.S.C. 3174(c)(2)) is amended to read as follows:

“(B) **USE OF PREVIOUS ASSESSMENTS.**—A one-stop operator or one-stop partner shall not be required to conduct a new interview, evaluation, or assessment of a participant under subparagraph (A)(xii) if the one-stop operator or one-stop partner determines that it is—

“(i) appropriate to use a recent interview, evaluation, or assessment of the participant conducted for another education or training program; and

“(ii) using such recent interview, evaluation, or assessment may accelerate eligibility determination or facilitate enrollment in a training program for which such participant has been selected.”.

(C) **DELIVERY OF SERVICES.**—Subparagraph (C) of section 134(c)(2) (29 U.S.C. 3174(c)(2)) is amended by inserting “or community-based organizations, or national or regional intermediaries to serve individuals with barriers to employment,” after “nonprofit service providers.”.

(3) **TRAINING SERVICES.**—

(A) **IN GENERAL.**—Section 134(c)(3)(A) (29 U.S.C. 3174(c)(3)(A)) is amended—

(i) in clause (i)(II), by inserting before the semicolon at the end the following: “, or to jobs that may be performed remotely”; and

(ii) by adding at the end the following:

“(iv) **ADULT EDUCATION AND FAMILY LITERACY ACTIVITIES.**—In the case of an individual who is determined to not have the skills and qualifications to successfully participate in the selected program of training services under clause (i)(I)(cc), the one-stop operator or one-stop partner shall co-enroll such individual in adult education and family literacy activities under title II and such selected program of training services. Such an individual may receive applicable career services, including supportive services, under this title.”.

(B) **QUALIFICATION.**—Section 134(c)(3)(B) (29 U.S.C. 3174(c)(3)(B)) is amended by adding at the end the following:

“(iv) **PARTICIPATION DURING PENDING APPLICATION.**—An individual who meets the eligibility requirements under subparagraph (A)(i) to participate in a program of training services may participate in such a program during the period in which such individual’s enrollment in such program is being reviewed under this section, except that the provider of such program shall only receive reimbursement under this Act for the individual’s participation during such period if such individual’s enrollment is approved under this section. An individual shall not be liable for the cost of participation in a program during such period without regard to whether the provider receives reimbursement under this Act for such cost.”.

(C) **TRAINING SERVICES.**—Section 134(c)(3)(D) is amended, in the matter preceding clause (i), by striking “Training services may include” and inserting “Training services may be delivered in-person or virtually, and may include”.

(D) **PRIORITY.**—Section 134(c)(3)(E) (29 U.S.C. 3174(c)(3)(E)) is amended to read as follows:

“(E) **PRIORITY.**—

“(i) **IN GENERAL.**—With respect to funds allocated to a local area for adult employment and training activities under paragraph (2)(A) or (3) of section 133(b), not less than 75 percent of such funds, used to provide career services described in paragraph (2)(A)(xii), training services, and supportive services, shall be used to provide such services to—

“(I) recipients of public assistance;

“(II) other low-income individuals;

“(III) individuals who have foundational skill needs; and

“(IV) individuals with barriers to employment who are not described in subclauses (I) through (III).”.

(ii) **DETERMINATIONS OF PRIORITY.**—The appropriate local board and the Governor shall direct the one-stop operators in the local area with regard to making determinations on how to prioritize the populations listed in subclauses (I) through (IV) of clause (i) for purposes of clause (i).”.

(E) **USE OF INDIVIDUAL TRAINING ACCOUNTS.**—Section 134(c)(3)(G) (29 U.S.C. 3174(c)(3)(G)) is amended—

(i) by amending clause (i) to read as follows:

“(i) **IN GENERAL.**—

“(I) **TRAINING SERVICES.**—Except as provided in clause (ii), training services provided under this paragraph shall be provided through the use of individual training accounts in accordance with this paragraph, and shall be provided to eligible individuals through the one-stop delivery system.

“(II) **AUTHORIZED COSTS.**—An individual training account may provide any costs with respect to such training services, as determined by the local board, including—

“(aa) the costs of course materials, supplies, uniforms, technology, and other required fees for graduation, licensure, or certification; and

“(bb) in the case of a provider that charges tuition and fees for a training program, the cost of such tuition and fees.”;

(ii) in clause (ii), by amending subclause (IV) to read as follows:

“(IV) the local board determines that there is a training program demonstrating effectiveness

(including cost effectiveness), and that can be offered in the local area by a community-based organization, national or regional intermediary, or another private, nonprofit organization to serve individuals with barriers to employment;”;

and

(iii) by striking clauses (iii) and (iv) and inserting the following:

“(iii) **LINKAGE TO OCCUPATIONS IN DEMAND.**—

“(I) **IN GENERAL.**—Subject to subclause (II), training services provided under this paragraph shall be directly linked to an in-demand industry sector or occupation in the local area or the planning region, or in another area to which an adult or dislocated worker receiving such services is willing to relocate or that may be performed remotely.

“(II) **EXCEPTION.**—A local board may approve training services for occupations determined by the local board to be in sectors of the economy that have a high potential for sustained demand or growth in the local area.

“(iv) **CREDENTIAL IN DEMAND.**—To the extent practicable, training services provided under this paragraph shall result in the attainment of skills and credentials that are portable and stackable.

“(v) **RULE OF CONSTRUCTION.**—Nothing in this paragraph shall be construed to preclude the combined use of individual training accounts and contracts in the provision of training services, including arrangements that allow individuals receiving individual training accounts to obtain training services that are contracted for under clause (ii).”.

(F) **REIMBURSEMENT FOR ON-THE-JOB TRAINING.**—Section 134(c)(3)(H) (29 U.S.C. 3174(c)(3)(H)) is amended to read as follows:

“(H) **REIMBURSEMENT FOR ON-THE-JOB TRAINING.**—

“(i) **REIMBURSEMENT LEVELS.**—For purposes of the provision of on-the-job training under this paragraph, the Governor or local board involved may increase the amount of the reimbursement to an amount of up to 90 percent of the wage rate of a participant for a program carried out under chapter 2 or this chapter, if—

“(I) the Governor approves the increase with respect to a program carried out with funds reserved by the State under such chapter, taking into account the factors described in clause (iii); or

“(II) the local board approves the increase with respect to a program carried out with funds allocated to a local area under such chapter, taking into account the factors described in clause (iii).

“(ii) **VERIFICATION BY LOCAL AREA.**—The local area shall—

“(I) at least once during the on-the-job training program, verify that the employer meets the conditions that—

“(aa) were certified by the employer in the contract for such program; and

“(bb) are consistent with the factors described in clause (iii), according to a methodology determined by the local board with consent from the Governor; and

“(II) terminate the employer’s contract for such program if the employer is not meeting such conditions.

“(iii) **FACTORS.**—For purposes of this subparagraph, the Governor or local board, respectively, may take into account factors consisting of—

“(I) basic indicators of job quality, including—

“(aa) wage level upon completion of a training program;

“(bb) availability of benefits, such as paid time off, health insurance, and retirement savings plan; and

“(cc) a safe workplace, such as a record of compliance with safety regulations consistent with or better than the industry average and adoption of an independently certified injury and illness prevention program;

“(II) the characteristics of the participants;

“(III) the size of the employer;

“(IV) the quality of employer-provided training and advancement opportunities; and

“(V) such other factors as the Governor or local board, respectively, may determine to be appropriate, which may include the number of employees participating in the training, opportunities for promotions, predictable and stable work schedule, and relation of the training to the competitiveness of a participant.”.

(4) **SUPPORTIVE SERVICES.**—Section 134(c) (29 U.S.C. 3174) is further amended by adding at the end the following:

“(4) **SUPPORTIVE SERVICES.**—

“(A) **IN GENERAL.**—A portion of the funds allocated to a local area for adults under paragraph (2)(A) or (3), as appropriate, of section 133(b), and a portion of the funds allocated to the local area for dislocated workers under section 133(b)(2)(B)—

“(i) shall be used to provide supportive services (that are not needs-related payments) to adults and dislocated workers, respectively—

“(I) who are participating in programs with activities authorized in paragraph (2) or (3) of subsection (c), or who entered unsubsidized employment after participating in such programs, for up to 12 months following the date of first employment; and

“(II) who are unable to obtain such supportive services through other programs providing such services; and

“(ii) may be used to provide needs-related payments to adults and dislocated workers, respectively, who are unemployed and do not qualify for (or have ceased to qualify for) unemployment compensation for the purpose of enabling such individuals to participate in programs of training services under subsection (c)(3).

“(B) **ADDITIONAL ELIGIBILITY REQUIREMENTS FOR NEEDS-RELATED PAYMENTS.**—In addition to the requirements contained in subparagraph (A)(ii), a dislocated worker who has ceased to qualify for unemployment compensation may be eligible to receive needs-related payments under this paragraph only if such worker is enrolled in training services.

“(C) **LEVEL OF PAYMENTS.**—The level of a needs-related payment made to a dislocated worker under this paragraph shall not exceed the greater of—

“(i) the applicable level of unemployment compensation; or

“(ii) if such worker did not qualify for unemployment compensation, an amount equal to 150 percent of the poverty line, for an equivalent period, which amount shall be adjusted to reflect changes in total family income.”.

(d) **PERMISSIBLE LOCAL EMPLOYMENT AND TRAINING ACTIVITIES.**—

(1) **IN GENERAL.**—Section 134(d)(1)(A) (29 U.S.C. 3174(d)(1)(A)) is amended—

(A) in clause (vii)—

(i) by inserting “and” at the end of subclause (III); and

(ii) by adding at the end the following:

“(IV) to strengthen, through professional development activities, the knowledge and capacity of staff to use the latest digital technologies, tools and strategies to equitably deliver high quality services and outcomes for jobseekers, workers, and employers;”; and

(B) in clause (viii), strike “displaced homemakers” and insert “displaced caregivers”; and

(C) in clause (ix)(II)(bb), by inserting “, technical assistance in support of job quality, adoption of skills-based and equitable hiring practices” after “apprenticeship”.

(2) **INCUMBENT WORKER TRAINING PROGRAMS; TRANSITIONAL JOBS.**—Section 134(d) (29 U.S.C. 3174(d)), as amended by this section, is further amended by striking paragraphs (2) through (5), and inserting the following:

“(2) **INCUMBENT WORKER TRAINING PROGRAMS.**—

“(A) **IN GENERAL.**—

“(i) **STANDARD RESERVATION OF FUNDS.**—The local board may reserve and use not more than

25 percent of the funds allocated to the local area involved under section 133(b) to pay for the Federal share of the cost of providing training through a training program for incumbent workers, carried out in accordance with this paragraph.

“(ii) **INCREASE IN RESERVATION OF FUNDS.**—The local board may increase such reservation of funds for a program year if the Governor determines that the training from such funds from the prior program year resulted in career promotions for workers receiving such training and created new job vacancies. For a program year for which the reservation of funds is so increased, clause (i) shall be applied by substituting ‘30 percent’ for ‘25 percent’.

“(iii) **DETERMINATION OF ELIGIBILITY.**—In order for a local board to determine that an employer is eligible to receive funding under clause (i), the local board shall take into account factors consisting of—

“(I) the basic indicators of job quality described in subsection (c)(3)(H)(iii)(I);

“(II) the characteristics of the participants in the program;

“(III) the relationship of the training to the competitiveness of a participant and the employer; and

“(IV) such other factors as the local board may determine to be appropriate, which may include the number of employees participating in the training, and the existence of other training and advancement opportunities provided by the employer.

“(iv) **STATEWIDE IMPACT.**—The Governor or State board involved may make recommendations to the local board for providing incumbent worker training that has statewide impact.

“(B) **TRAINING ACTIVITIES.**—The training program for incumbent workers carried out under this paragraph shall be carried out by the local board in conjunction with the employers or groups of employers of such workers (which may include employers in partnership with other entities for the purposes of delivering training) for the purpose of assisting such workers in obtaining the skills necessary to retain employment or avert layoffs.

“(C) **EMPLOYER PAYMENT OF NON-FEDERAL SHARE.**—Employers participating in the program carried out under this paragraph shall be required to pay for the non-Federal share of the cost of providing the training to incumbent workers of the employers.

“(D) **NON-FEDERAL SHARE.**—

“(i) **FACTORS.**—Subject to clauses (ii) and (iii), the local board shall establish the non-Federal share of the cost of providing training through a training program for incumbent workers, by considering the indicators described in subsection (c)(3)(H)(ii) and how many of such indicators the employer certifies will be met with respect to the employment of incumbent workers upon completion of training funded under this section.

“(ii) **LIMITS.**—The non-Federal share shall not be less than—

“(I) 10 percent of the cost, for employers with not more than 50 employees;

“(II) 25 percent of the cost, for employers with more than 50 employees but not more than 100 employees; and

“(III) 50 percent of the cost, for employers with more than 100 employees.

“(iii) **CALCULATION OF EMPLOYER SHARE.**—The non-Federal share provided by an employer participating in the program may include the amount of the wages paid by the employer to a worker while the worker is attending a training program under this paragraph. The employer may provide the share in cash or in kind, fairly evaluated.

“(E) **VERIFICATION BY LOCAL AREA.**—Upon completion of the incumbent worker training program funded under this section, the local area shall verify that the employer met the conditions that were certified to prior to receiving the Federal share of the training program’s

costs, consistent with this paragraph, according to a methodology determined by the Governor or local board. If such conditions were not met, the one-stop operator shall prohibit the employer from receiving funds for incumbent worker training under this section for a period of 5 years.

“(3) **TRANSITIONAL JOBS.**—The local board may use not more than 40 percent of the funds allocated to the local area involved under section 133(b) to provide transitional jobs under subsection (c)(3) that—

“(A) are time-limited work experiences that are subsidized and are in the public, private, employment social enterprise, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history;

“(B) are combined with comprehensive employment and supportive services; and

“(C) are designed to assist the individuals described in subparagraph (A) to establish a work history, demonstrate success in the workplace, and develop skills that lead to entry into and retention in unsubsidized employment.”.

CHAPTER 4—GENERAL WORKFORCE INVESTMENT PROVISIONS

SEC. 251. AUTHORIZATION OF APPROPRIATIONS.

Section 136 (29 U.S.C. 3181) is amended to read as follows:

“SEC. 136. AUTHORIZATION OF APPROPRIATIONS.

“(a) **YOUTH WORKFORCE INVESTMENT ACTIVITIES.**—There are authorized to be appropriated to carry out the activities described in section 127(a), \$1,026,450,000 for fiscal year 2023, \$1,129,100,000 for fiscal year 2024, \$1,242,000,000 for fiscal year 2025, \$1,366,200,000 for fiscal year 2026, \$1,502,800,000 for fiscal year 2027, and \$1,653,100,000 for fiscal year 2028.

“(b) **SUMMER AND YEAR-ROUND EMPLOYMENT ACTIVITIES.**—There are authorized to be appropriated to section 130, \$926,650,000 for fiscal year 2023, \$1,019,300,000 for fiscal year 2024, \$1,121,250,000 for fiscal year 2025, \$1,233,400,000 for fiscal year 2026, \$1,356,750,000 for fiscal year 2027, and \$1,492,450,000 for fiscal year 2028.

“(c) **ADULT EMPLOYMENT AND TRAINING ACTIVITIES.**—There are authorized to be appropriated to carry out the activities described in section 132(a)(1), \$1,555,600,000 for fiscal year 2023, \$1,711,200,000 for fiscal year 2024, \$1,882,300,000 for fiscal year 2025, \$2,070,500,000 for fiscal year 2026, \$2,277,600,000 for fiscal year 2027, and \$2,505,400,000 for fiscal year 2028.

“(d) **DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES.**—There are authorized to be appropriated to carry out the activities described in section 132(a)(2), \$2,486,300,000 for fiscal year 2023, \$2,734,900,000 for fiscal year 2024, \$3,008,400,000 for fiscal year 2025, \$3,309,200,000 for fiscal year 2026, \$3,640,100,000 for fiscal year 2027, and \$4,004,100,000 for fiscal year 2028.”.

Subtitle C—Job Corps

SEC. 261. AMENDMENTS RELATING TO JOB CORPS.

(a) **DEFINITIONS.**—

(1) **IN GENERAL.**—Section 142 (29 U.S.C. 3192) is amended—

(A) by amending paragraph (7) to read as follows:

“(7) **JOB CORPS CAMPUS.**—The term ‘Job Corps campus’ means a campus run by an operator selected by the Secretary pursuant to section 147, carrying out Job Corps activities.”; and

(B) by adding at the end the following:

“(11) **STATE.**—The term ‘State’ has the meaning given the term in section 3, except that such term also includes outlying areas (as defined in section 3).”.

(2) **CONFORMING AMENDMENTS.**—Subtitle C of title I (29 U.S.C. 3191 et seq.) is amended—

(A) by striking “Job Corps center” each place such term appears (including in any headings) and inserting “Job Corps campus”; and

(B) by striking “Job Corps centers” each place such term appears (including in any headings) and inserting “Job Corps campuses”.

(b) **INDIVIDUALS ELIGIBLE FOR THE JOB CORPS.**—Section 144 (29 U.S.C. 3194) is amended—

(1) in subsection (a)—

(A) by amending paragraph (1) to read as follows:

“(1) not less than age 16 and not more than age 24 on the date of enrollment.”;

(B) by amending paragraph (2) to read as follows:

“(2) an individual who is—

“(A) a low-income individual as defined in subsection (h)(4) of section 402A of the Higher Education Act of 1965 (20 U.S.C. 1070a-11) as determined with procedures similar to those in subsection (e) of such section; or

“(B) a resident of a qualified opportunity zone as defined in section 1400Z-1(a) of the Internal Revenue Code of 1986; and”;

(C) in paragraph (3)—

(i) in subparagraph (A), by striking “Basic skills deficient” and inserting “An individual with foundational skill needs”;

(ii) in subparagraph (B), by striking “A school dropout” and inserting “An opportunity youth”;

(iii) in subparagraph (D), by inserting “or an individual who is pregnant” before the period; and

(2) by amending subsection (b) to read as follows:

“(b) **SPECIAL RULE FOR VETERANS.**—A veteran shall be eligible to become an enrollee if the veteran meets the requirements of subsection (a)(1).”

(c) **RECRUITMENT, SCREENING, SELECTION, AND ASSIGNMENT OF ENROLLEES.**—Section 145(a) (29 U.S.C. 3195(a)) is amended—

(1) in paragraph (2)—

(A) in subparagraph (A), by striking “and the results received within 45 days after the enrollees enroll in the Job Corps” and inserting “after enrollees arrive at a Job Corps campus”;

(B) in subparagraph (D), by striking “and” at the end;

(C) in subparagraph (E), by striking the period at the end and inserting “; and”;

(D) by adding at the end the following:

“(F) assist one-stop centers and other entities identified in paragraph (3) in streamlining the application process for Job Corps, YouthBuild, and youth workforce investment activities under which an applicant may submit a single application for all such programs.”; and

(2) in paragraph (5), by striking the last sentence.

(d) **JOB CORPS CAMPUSES.**—Section 147 (29 U.S.C. 3197) is amended—

(1) in subsection (a)—

(A) in paragraph (2)—

(i) in subparagraph (A), by inserting at the end the following: “Such award shall be based upon best value and fair and reasonable pricing.”; and

(ii) by amending subparagraph (B) to read as follows:

“(B) **CONSIDERATIONS.**—

“(i) **STUDENT OUTCOMES.**—In selecting an entity to operate a Job Corps campus, the Secretary shall consider a numeric metric of recent past effectiveness of the entity in assisting individuals eligible to enroll in the Job Corps to connect to the workforce, to be calculated based on data, to the extent practicable, regarding—

“(I) the percentage of students served by the entity who were in education or training activities, or in unsubsidized employment, during the second quarter after exit from the relevant program;

“(II) the percentage of students served by the entity who were in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the relevant program;

“(III) the median earnings of students served by the entity who were in unsubsidized employment during the second quarter after exit from the relevant program;

“(IV) the percentage of students served by the entity who obtained a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the relevant program; and

“(V) the percentage of individuals eligible to enroll in the Job Corps recruited compared to the established goals for such recruitment.

“(ii) **MARKET DEVELOPMENT.**—

“(I) **MENTOR-PROTÉGÉ PROGRAM.**—The Secretary shall incorporate Job Corps campus operations into the mentor-protégé program of the Department of Labor established in accordance with section 45 of the Small Business Act (15 U.S.C. 657r).

“(II) **PAST-PERFORMANCE.**—The Secretary shall publish comparable alternative metrics for entities without previous experience in Job Corps campus operations to demonstrate their past effectiveness in accordance with the requirements of clause (i).”; and

(B) in paragraph (3)—

(i) in subparagraph (A), by inserting “high-skill, high-wage, or” before “in-demand”;

(ii) in subparagraph (C), by striking “Workforce Investment Act of 1998” and inserting “Workforce Innovation and Opportunity Act”;

(iii) by redesignating subparagraph (K) as subparagraph (L); and

(iv) by inserting after subparagraph (J) the following:

“(K) A description of the entity’s ability to successfully operate, or partner with relevant entities to operate, a safe learning and residential environment for individuals eligible to enroll in the Job Corps.”;

(2) in subsection (b), by striking paragraphs (2) and (3) and inserting the following:

“(2) **HIGH PERFORMANCE.**—An entity shall be considered to be an operator of a high-performing campus if the Job Corps campus operated by the entity was ranked among the top 25 percent of Job Corps campuses, excluding Civilian Conservation Centers described in subsection (d), for the two most recent preceding program years.”;

(3) in subsection (d), by adding at the end the following:

“(4) **DIRECT HIRE AUTHORITY.**—

“(A) **IN GENERAL.**—The Secretary of Labor or the Secretary of Agriculture may appoint, without regard to the provisions of subchapter I of chapter 33 of title 5, United States Code (other than sections 3303 and 3328 of such title), a covered graduate directly to any position with the Department of Labor or the Forest Service, as the case may be, for which the candidate meets Office of Personnel Management qualification standards.

“(B) **COVERED JOB CORPS GRADUATE.**—In the paragraph, the term ‘covered graduate’ means a graduate of a Job Corps Campus or a Civilian Conservation Center who successfully completed a training program, including in administration, human resources, business, or quality assurance, that was focused on forestry, wildland firefighting, or another topic relating to the mission of the Department of Labor or the Forest Service.”;

(4) in subsection (f), by striking “2-year” and inserting “4-year”;

(5) in subsection (g)(1), by striking “, for both of the 2 most recent preceding program years” and all that follows through the end and inserting “the agreement has been in place for at least 3 years and for both of the 2 most recent preceding program years for which information is available at the time the determination is made, such campus has been ranked in the lowest 10 percent of Job Corps campuses.”;

(e) **PROGRAM ACTIVITIES.**—Section 148 (29 U.S.C. 3198) is amended by adding at the end the following:

“(f) **BASIC HEALTH SERVICES.**—The Secretary shall, to the extent practicable, provide enrollees with basic medical, dental, and mental health services.”

(f) **SUPPORT.**—Section 150 (29 U.S.C. 3200) is amended—

(1) in subsection (c), by striking “3 months” and inserting “12 months”;

(2) by adding at the end the following:

“(d) **PERIOD OF TRANSITION.**—Notwithstanding the requirements of section 146(b), Job Corps graduates may remain enrolled and a resident of a Job Corps campus for not more than 1 month after graduation, subject to approval by the director of the Job Corps Campus, in order to facilitate their transition into independent living and employment.”;

(g) **OPERATIONS.**—Section 151 (29 U.S.C. 3201) is amended to read as follows:

“**SEC. 151. OPERATIONS.**

“(a) **OPERATING PLAN.**—

“(1) **IN GENERAL.**—The provisions of the contract between the Secretary and an entity selected to operate a Job Corps campus shall, including any subsequent modifications to such contract, serve as an operating plan for the Job Corps campus.

“(2) **FEDERAL CHANGES TO OPERATING PLAN.**—The Secretary may require the operator to submit additional information, as the Secretary deems necessary for compliance with any relevant regulations, which shall be considered part of the operating plan.

“(3) **AVAILABILITY.**—The Secretary shall make the operating plan described in paragraphs (1) and (2), excluding any proprietary information, available on a publicly accessible website.

“(b) **LOCAL AUTHORITIES.**—Subject to the limitations of their approved budgets, the operators of Job Corps campuses shall have the authority, without prior approval from the Secretary, to—

“(1) hire staff and invest in staff professional development;

“(2) enter into agreements with local partners, such as secondary and postsecondary schools or employers; and

“(3) engage with and educate stakeholders about Job Corps operations and activities.”.

(h) **STANDARDS OF CONDUCT.**—Section 152 (29 U.S.C. 3202) is amended—

(1) in subsection (a), by striking the second sentence;

(2) by amending subsection (b) to read as follows:

“(b) **BEHAVIORAL MANAGEMENT PLAN.**—

“(1) **IN GENERAL.**—As part of the operating plan defined in section 151(a), the director of each Job Corps campus shall develop and implement a behavioral management plan, subject to the approval of the Secretary. Such plan shall include student standards of conduct, positive behavioral interventions and supports, and multi-tier systems of supports.

“(2) **DISCIPLINARY MEASURES AND DRUG TESTING.**—

“(A) **DISCIPLINARY MEASURES.**—To promote the proper behavioral standards in the Job Corps, the director of each Job Corps campus shall, consistent with the applicable behavioral management plan described in paragraph (1), have the authority to take appropriate disciplinary measures against enrollees if such director determines that an enrollee has committed a violation of the standards of conduct. The director shall adopt a zero tolerance policy for an act of violence or a credible threat of violence that seriously endangers the safety of students, staff, or the local community and for illegal activity on the campus.

“(B) **DRUG TESTING.**—The Secretary shall require drug testing of all enrollees for controlled substances, as set forth in section 102 of the Controlled Substances Act (21 U.S.C. 802), in accordance with procedures prescribed by the Secretary under section 145(a).

“(C) **DEFINITIONS.**—In this paragraph:

“(i) **CONTROLLED SUBSTANCE.**—The term ‘controlled substance’ has the meaning given the term in section 102 of the Controlled Substances Act (21 U.S.C. 802).

“(ii) **ZERO TOLERANCE POLICY.**—The term ‘zero tolerance policy’ means a policy under which an

enrollee shall be automatically dismissed from the Job Corps after a determination by the director that the enrollee has carried out an act of violence that seriously endangers the safety of students, staff, or the local community or engaged in an illegal activity on the campus.

“(3) **ADVISORY GROUP.**—The Secretary shall periodically convene an advisory group of Job Corps operators and service providers and subject matter experts to review the reporting data collected under paragraph (5) and provide recommendations for Job Corps behavioral management plans based on evidence-based research regarding effective and equitable behavioral policies.

“(4) **LAW ENFORCEMENT AGREEMENTS.**—The directors of each Job Corps campus shall, to the extent practicable, enter into an agreement with the relevant local law enforcement agency of jurisdiction regarding the procedures for reporting and investigating potentially illegal activity on Job Corps campuses.

“(5) **INCIDENT REPORTING.**—The Secretary shall establish procedures for—

“(A) reporting significant health incidents, including substance abuse, self-harm, and accidents resulting in bodily harm; and

“(B) reporting significant behavioral incidents, defined as acts of violence or illegal activity.

“(6) **ACCOUNTABILITY.**—The Secretary shall establish standards under which a Job Corps campus shall be required to take performance improvement actions described in section 159(f), based on an evaluation of such Job Corps campus, which shall take into account reporting data collected under paragraph (5) and recommendations of the advisory group pursuant to paragraph (3).”.

(i) **EXPERIMENTAL PROJECTS AND TECHNICAL ASSISTANCE.**—Section 156(a) (29 U.S.C. 3206(a)) is amended to read as follows:

“(a) **PROJECTS.**—The Secretary may carry out and repeat experimental, research, or demonstration projects relating to the operations of Job Corps campuses. The Secretary may waive any provisions of this subtitle (other than sections 145, 147, and 159(c)) that the Secretary finds would prevent the Secretary from carrying out the projects, provided that—

“(1) the project will not result in a reduction in the number of students served; and

“(2) if the Secretary informs the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, in writing, not less than 90 days in advance of issuing such waiver.”.

(j) **APPLICATION OF PROVISIONS OF FEDERAL LAW.**—

(1) **IN GENERAL.**—Section 157 (29 U.S.C. 3207) is amended by adding at the end the following:

“(d) **SERVICE CONTRACT ACT.**—

“(1) **IN GENERAL.**—Operators and service providers, including subcontractors thereto, are subject to and shall be required to abide by chapter 67 of title 41, United States Code (commonly known as the ‘McNamara-O’Hara Service Contract Act of 1965’).

“(2) **ACADEMIC AND CAREER TECHNICAL INSTRUCTIONAL EMPLOYEES.**—Notwithstanding section 6701(3)(C) of such chapter, an academic or career technical instructional employee at a Job Corps campus shall be considered a ‘service employee’ for purposes of applying such chapter under paragraph (1).

“(3) **RULE OF CONSTRUCTION.**—To the extent compensation levels being paid or scheduled to be paid by an employer are, in the aggregate, greater than those determined by the Secretary of Labor to be required under this subsection, or as set forth in a collective bargaining agreement, nothing herein shall be construed to require a reduction of such compensation.”.

(2) **EFFECTIVE DATE.**—

(A) **AGREEMENTS IN EFFECT ON DATE OF ENACTMENT.**—Not later than 120 days after the date of enactment of this Act, the Secretary

shall, subject to appropriations, modify all agreements with operators and service providers in effect as of such date of enactment to include the requirements imposed by the amendment made by paragraph (1).

(B) **PENDING SOLICITATIONS.**—Upon the date of enactment of this Act, the Secretary shall include the requirements imposed by the amendment made by paragraph (1) in any pending solicitation for an operator or service provider.

(k) **STAFFING.**—

(1) **IN GENERAL.**—To ensure compliance with chapter 67 of title 41, United States Code (commonly known as the ‘McNamara-O’Hara Service Contract Act of 1965’), as such chapter is applied by section 157(d) of the Workforce Innovation and Opportunity Act, the staffing plan and the associated budget of an entity proposing to be an operator or service provider for a Job Corps campus shall incorporate hourly wages (or salaries as appropriate) and fringe benefit costs for occupational classifications at least equal to the wage determination determined by the Secretary of Labor for the locality of the Job Corps campus. In preparing such wage determination, the Secretary shall compare the specific job classifications at the Job Corps campus with those occupations most closely correlated with those employed by public education providers in the locality with the goal of ensuring equivalency to the maximum extent feasible.

(2) **ADJUSTMENTS PERMITTED.**—The Secretary may further adjust compensation levels in a contract with an operator or service provider to ensure sufficient availability and retention of qualified personnel in the locality.

(3) **ANNUAL UPDATES.**—The Secretary shall update hourly wages (or salaries as appropriate) and fringe benefit levels for such occupations covered in this paragraph on an annual basis.

(l) **SPECIAL PROVISIONS.**—Section 158(f) (29 U.S.C. 3208(f)) is amended—

(1) by striking “Secretary” and inserting “directors of Job Corps campuses”; and

(2) by striking “the Job Corps or individual” and inserting “such”; and

(3) by adding at the end the following: “Any real property acquired shall be directly transferred to the Secretary in accordance with chapter 5 of title 40 and on a nonreimbursable basis.”

(m) **MANAGEMENT INFORMATION.**—Section 159 (29 U.S.C. 3209) is amended—

(1) in subsection (a), by adding at the end the following:

“(4) **ANNUAL RECONCILIATION.**—Prior to the expiration of any appropriated Job Corps operations funds for any fiscal year, any anticipated unobligated funds may, subject to appropriations, be obligated to projects identified under subsection (h)(1).”;

(2) in subsection (c)—

(A) by amending paragraph (1) to read as follows:

“(1) **LEVELS OF PERFORMANCE AND INDICATORS.**—

“(A) **IN GENERAL.**—At the start of each contract period, and at least every two program years in the case of Civilian Conservation Centers, the Secretary shall establish expected levels of performance for each Job Corps campus relating to each of the primary indicators of performance for eligible youth described in section 116(b)(2)(A)(ii) using the model described in subparagraph (B).

“(B) **PERFORMANCE MODEL.**—At least every four years and no more than every two years, the Secretary shall develop a model for establishing the expected levels of performance for each Job Corps campus, in accordance with the following:

“(i) **EQUITY.**—The model shall account for significant correlations between various factors and student outcomes, including:

“(I) Student demographics, including age, gender, race, ethnicity, documented disabilities, and education level on entry.

“(II) Employment conditions in students’ home communities.

“(ii) **DEVELOPMENT.**—The model shall be developed by subject matter experts in the fields of Job Corps operations, program evaluation, statistical analysis, and related fields using available Job Corps data as well as regional economic data.

“(iii) **TRANSPARENCY.**—The performance model and the past effectiveness metric identified in section 147(a)(2)(B)(i), including the procedures outlined in section 147(a)(2)(B)(iv), shall be published for comment in the Federal Register.”;

(B) in paragraph (2)—

(i) in subparagraph (A), by striking “and” at the end; and

(ii) by striking subparagraph (B) and inserting the following:

“(B) the number of enrollees recruited that meet the requirements of section 144(a)(2)(A); and

“(C) the measurement described in subparagraph (K) of subsection (d)(1).”; and

(C) in paragraph (4)—

(i) in subparagraph (A), by striking “and” at the end;

(ii) in subparagraph (B), by striking the period at the end and inserting “; and”; and

(iii) by adding at the end the following:

“(C) information on the performance of the Job Corps selection process in section 147(a)(2) with respect to increasing performance as measured pursuant to subparagraph (A), specifically including information on the performance of each Job Corps campus as compared to its annual performance immediately prior to its current operating agreement.”;

(3) in subsection (d)(1)—

(A) by striking subparagraph (I); and

(B) by redesignating subparagraphs (J) through (O) as subparagraphs (I) through (N), respectively;

(4) in subsection (f)—

(A) in paragraph (2)—

(i) in subparagraph (E), by adding “or” at the end;

(ii) in subparagraph (F), by striking “; or” and inserting a period; and

(iii) by striking subparagraph (G); and

(b) by amending paragraph (4) to read as follows:

“(4) **CIVILIAN CONSERVATION CENTERS.**—In addition to the primary indicators of performance specified in subsection (c)(1), Civilian Conservation Centers shall be evaluated on their contribution to the nation’s conservation goals by the Secretaries of Agriculture and Labor. If the Secretaries jointly conclude that a Civilian Conservation Center is not meeting these dual performance goals, they may take performance improvement actions described in subparagraph (A), (B), or (C) of paragraph (2) of this subsection.”; and

(5) in subsection (g)(2)—

(A) by striking “has entered” and inserting “enters”; and

(B) by striking “comply” and inserting “attest to compliance”.

(n) **TECHNICAL AMENDMENT.**—Subtitle C of title I (29 U.S.C. 3191 et seq.) is amended by striking “Committee on Education and the Workforce” each place it appears and inserting “Committee on Education and Labor”.

(o) **AUTHORIZATION OF APPROPRIATIONS.**—Section 162 (29 U.S.C. 3212) is amended to read as follows:

“SEC. 162. AUTHORIZATION OF APPROPRIATIONS.

“(a) **IN GENERAL.**—There are authorized to be appropriated to carry out this subtitle—

“(1) \$1,809,857,925 for fiscal year 2023;

“(2) \$1,873,202,952 for fiscal year 2024;

“(3) \$1,938,765,056 for fiscal year 2025;

“(4) \$2,006,621,833 for fiscal year 2026;

“(5) \$2,076,853,597 for fiscal year 2027; and

“(6) \$2,149,543,473 for fiscal year 2028.

(b) **CONSTRUCTION COSTS.**—Of the amount authorized in subsection (a) for each of fiscal years 2023 through 2028, a portion of the funds shall be for construction, rehabilitation, and acquisition of Job Corps Campuses, as determined by the Secretary.

Subtitle D—National Programs**SEC. 271. NATIVE AMERICAN PROGRAMS.**

Section 166 (29 U.S.C. 3221) is amended—

(1) in subsection (c), by striking “, on a competitive basis,”;

(2) in subsection (d)—

(A) in paragraph (1)—

(i) in subparagraph (A), by striking “and” at the end;

(ii) in subparagraph (B), by striking the period at the end and inserting “; and”; and

(iii) by adding at the end the following:

“(C) are evidence-based, to the extent practicable.”; and

(B) by amending paragraph (2) to read as follows:

“(2) **WORKFORCE DEVELOPMENT ACTIVITIES AND SUPPLEMENTAL SERVICES.**—Funds made available under subsection (c) shall be used for—

“(A) comprehensive workforce development activities for Indians, Alaska Natives, or Native Hawaiians, including training on entrepreneurial skills; or

“(B) supplemental services for Indian, Alaska Native, or Native Hawaiian youth on or near Indian reservations and in Oklahoma, Alaska, or Hawaii.”; and

(3) in subsection (i)—

(A) in paragraph (1)—

(i) in the heading, by striking “UNIT” and inserting “DIVISION”; and

(ii) by striking “unit” and inserting “division”;

(B) in paragraph (4)—

(i) by amending subparagraph (B) to read as follows:

“(B) COMPOSITION.—

“(i) **IN GENERAL.**—The Council shall be composed of individuals, appointed by the Secretary, who are representatives of the entities described in subsection (c).

“(ii) **VACANCIES.**—Any member appointed to fill a vacancy occurring before the expiration of the term for which the member’s predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that member’s term until a successor has taken office.”; and

(ii) in subparagraph (C), by striking “unit” and inserting “division”; and

(C) in paragraph (5), by striking “unit” and inserting “division”.

SEC. 272. MIGRANT AND SEASONAL FARMWORKER PROGRAMS.

Section 167 (29 U.S.C. 3222) is amended—

(1) in subsection (d), by inserting “be used for the 4-year period for which funds are provided under this section, and which may” after “which may”;

(2) in subsection (h)—

(A) in the heading, by inserting “; FUNDING OBLIGATION” after “FUNDING ALLOCATION”; and

(B) by striking “From the” and inserting the following:

“(1) **FUNDING ALLOCATION.**—From the”; and

(C) by adding at the end the following:

“(2) **FUNDING OBLIGATION.**—

“(A) **IN GENERAL.**—Funds appropriated and made available to carry out this section for any fiscal year may be obligated to any entity described in subsection (b) during the period beginning on April 1 of the calendar year that begins during such fiscal year, and ending on June 30 of the following calendar year.

“(B) **OBLIGATED AMOUNT.**—Funds made available under this section for a fiscal year to any entity described in subsection (b) shall be obligated and available for expenditure by such entity for the period beginning on July 1 of the calendar year that begins during such fiscal year, ending on June 30 of the fourth calendar year that begins after such fiscal year, except that the Secretary may extend such period if the Secretary determines that such extension is necessary to ensure the effective use of such funds by such entity.”; and

(3) in subsection (i)—

(A) by amending paragraph (2) to read as follows:

“(2) **ELIGIBLE MIGRANT FARMWORKER.**—The term ‘eligible migrant farmworker’ has the meaning given the term ‘migrant farmworker’ in section 3, except that such term also includes a dependent of the farmworker.”; and

(B) by amending paragraph (3) to read as follows:

“(3) **ELIGIBLE SEASONAL FARMWORKER.**—The term ‘eligible seasonal farmworker’ has the meaning given the term ‘seasonal farmworker’ in section 3, except that such term also includes a dependent of the farmworker.”.

SEC. 273. TECHNICAL ASSISTANCE.

Section 168(a)(1) (29 U.S.C. 3223(a)(1)) is amended—

(1) in the matter preceding subparagraph (A), by striking “staff development” and inserting “professional development for staff”; and

(2) in subparagraph (C), by inserting “professional development and” after “the” the first place it appears;

(3) by amending subparagraph (D) to read as follows:

“(D) technical assistance and the training of members of State boards and local boards through grants, cooperative agreements, contracts, and other arrangements with business and labor intermediaries;”; and

(4) in subparagraph (G), by striking “and” at the end;

(5) in subparagraph (H), by striking the period at the end and inserting “; and”; and

(6) by adding at the end the following:

“(I) the training of staff at one-stop centers on trauma-informed approaches, age, gender and racial biases, and the unique safety challenges faced by survivors of gender-based violence.”.

SEC. 274. EVALUATIONS AND RESEARCH.

Section 169 (29 U.S.C. 3224) is amended—

(1) in subsection (a)—

(A) in paragraph (4), by striking “2019” and inserting “2027”; and

(B) in paragraph (6), by striking “the Workforce” and inserting “Labor”; and

(2) in subsection (b)—

(A) in paragraph (1), by striking “the Workforce” and inserting “Labor”; and

(B) in paragraph (4)—

(i) by striking subparagraphs (B) through (J);

(ii) by redesignating subparagraph (K) as subparagraph (C);

(iii) by inserting after subparagraph (A) the following:

“(B) **STUDY ON CORRECTIONAL EDUCATION AND TRAINING.**—The Secretary of Labor, in coordination with the Secretary of Education, may conduct a study to determine the feasibility of, and potential means to replicate the measurement of recidivism for former criminal offenders who participated in adult employment and training activities under this title or correctional institution education programs under title II to improve the quality and performance of such services or activities.”; and

(iv) in subparagraph (C), as so redesignated, by striking “the Workforce” and inserting “Labor”;

(3) by redesignating subsection (c) as subsection (d); and

(4) by inserting after subsection (b) the following:

“(c) **WORKFORCE DEVELOPMENT INNOVATION FUND.**—

“(1) **PROGRAM AUTHORIZED.**—

“(A) **IN GENERAL.**—The Secretary may award workforce development innovation grants, on a competitive basis, to eligible entities to enable such entities to—

“(i) create, implement, replicate, or take to scale evidence-based, or field-initiated innovation programs and services for improving the design and delivery of employment and training services that generate long-term improvements

in the performance of the workforce development system, in outcomes for job-seekers (including individuals with barriers to employment), and in the cost-effectiveness of programs and services; and

“(ii) rigorously evaluate such programs and services in accordance with this subsection.

“(B) **DESCRIPTION OF GRANTS.**—The grants described in subparagraph (A) shall include—

“(i) early-phase grants to fund the development, implementation, and feasibility testing of an innovation program or service, which prior research suggests has promise, for the purpose of determining whether such program or service can successfully improve the design and delivery of employment and training services that generate long-term improvements in the performance of the workforce development system, in outcomes for job-seekers (including individuals with barriers to employment), and in the cost-effectiveness of such programs and services; and

“(ii) mid-phase grants to fund implementation and a well-designed and well-implemented evaluation of such a program or service that has been successfully implemented under an early-phase grant described in clause (i) or other effort meeting similar criteria, for the purpose of measuring the impact and cost effectiveness of such programs or services, using data collected pursuant to the implementation of such program or service, if possible; and

“(iii) expansion grants to fund implementation and a well-designed and well-implemented replication evaluation of such a program or service that has been found to produce sizable, important impacts under a mid-phase grant described in clause (ii) or other effort meeting similar criteria, for the purposes of—

“(I) determining whether such impacts may be successfully reproduced and sustained over time; and

“(II) identifying the conditions in which such a program or service is most effective.

“(2) **TECHNICAL ASSISTANCE.**—Of the funds made available to carry out this subsection for a fiscal year, the Secretary shall reserve not more than 5 percent of the funds to—

“(A) provide technical assistance to eligible entities, which may include preapplication workshops, web-based seminars, and evaluation support; and

“(B) disseminate evidence-based best practices.

“(3) **DEFINITIONS.**—In this subsection:

“(A) **ELIGIBLE ENTITY.**—The term ‘eligible entity’ means any of the following:

“(i) A State board.

“(ii) A local board.

“(iii) An Indian tribe, tribal organization, Alaska Native entity, Indian-controlled organization serving Indians, or Native Hawaiian organization that is eligible to receive an award under section 166.

“(iv) A community-based, nonprofit, or non-governmental organization serving an underserved population.

“(v) An institution of higher education (as defined in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001)).

“(vi) A consortium of such entities described under clause (i) through clause (v).

“(B) **WELL-DESIGNED AND WELL-IMPLEMENTED.**—The term ‘well-designed and well-implemented’, as applied to an evaluation study, means a study that is conducted in a manner consistent with applicable evaluation, data, and privacy standards and practices of the Office of Management and Budget.

“(4) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this subsection, such sums as may be necessary for each of the fiscal years 2023 through 2028.”.

SEC. 275. NATIONAL DISLOCATED WORKER GRANTS.

Section 170(c)(1)(B) (29 U.S.C. 3225(c)(1)(B)) is amended by striking “and any other” and all that follows through “dislocations.” and inserting “which may include a national or regional

intermediary that provides employment and training activities to dislocated workers.”.

SEC. 276. YOUTHBUILD PROGRAM.

Section 171 (29 U.S.C. 3226) is amended—

(1) in subsection (c)—

(A) by amending paragraph (1) to read as follows:

“(1) RESERVATION, AMOUNT OF GRANTS.—

“(A) RESERVATION.—In any fiscal year in which the amount appropriated to carry out this section is greater than \$125,000,000, the Secretary shall reserve 20 percent of such amount that is greater than \$125,000,000 for—

“(i) grants to applicants that are located in rural areas (as defined by the Secretary); and

“(ii) programs operated by an Indian tribe or for the benefit of the members of an Indian Tribe for the purpose of carrying out YouthBuild programs approved under this section.

“(B) AMOUNT OF GRANTS.—After making the reservation described under subparagraph (A), the Secretary may use the remaining amount appropriated to carry out this section to make grants to applicants for the purpose of carrying out YouthBuild programs approved under this section.”;

(B) in paragraph (2)—

(i) in subparagraph (A)—

(I) in clause (iv)(II), by striking “English language learners” and inserting “English learners”;

(II) in clause (vii), by striking “12” and inserting “24”; and

(ii) by adding at the end the following:

“(I) Provision of meals and other food assistance that is offered to participants in conjunction with another activity described in this paragraph.

“(J) Informing participants of their eligibility, and assisting participants in applying, for Federal and State means tested benefit programs, such as the supplemental nutrition assistance program, and assistance provided by the State through the Child Care Development Block Grant Act.

“(K) Supportive services for individuals with disabilities to ensure such individuals may fully participate in a YouthBuild program.”; and

(C) by adding at the end the following:

“(6) USE OF FUNDS FOR MATCH.—Consistent with the requirements described under subsection (e)(3), an entity which receives a grant under this section may use a portion of such grant to meet all or a portion of the requirement to provide matching funds under section 121(e) of the National and Community Service Act of 1990 (42 U.S.C. 12571(e)) or any other such requirements under such Act.”;

(2) in subsection (e)(1)—

(A) in subparagraph (A)(ii), by striking “youth offender” and inserting “youth justice-involved individual”; and

(B) in subparagraph (B)(i), by striking “basic skills deficient” and inserting “foundational skill needs”;

(3) in subsection (f), by adding at the end the following:

“(3) CONSULTATION.—In establishing expected levels of performance under paragraph (1), the Secretary shall consult, on not less than an annual basis, with YouthBuild programs to ensure such levels of performance account for the workforce and postsecondary experiences of youth served by such programs.”;

(4) in subsection (g), by adding at the end the following:

“(4) ANNUAL RELEASE OF FUNDING OPPORTUNITY ANNOUNCEMENT.—The Secretary shall, to the greatest extent practicable, announce new funding opportunities for grants under this section during the same time period each year that such grants are announced.

“(5) STATE WAGE DATA.—States receiving grants under this Act shall facilitate access to wage data of participants in YouthBuild programs for the purpose of meeting the require-

ments of this section. Such facilitation shall not reduce any protections afforded by the State that protect the privacy of participant information.”; and

(5) by amending subsection (i) to read as follows:

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

“(1) \$159,500,000 for fiscal year 2023;

“(2) \$167,500,000 for fiscal year 2024;

“(3) \$175,900,000 for fiscal year 2025;

“(4) \$184,700,000 for fiscal year 2026;

“(5) \$193,000,000 for fiscal year 2027; and

“(6) \$203,600,000 for fiscal year 2028.”.

SEC. 277. STRENGTHENING COMMUNITY COLLEGES TRAINING GRANTS PROGRAM.

Subtitle D of title I (29 U.S.C. 3221 et seq.), as amended by this Act is further amended—

(1) by redesignating section 172 as section 176; and

(2) by inserting after section 171 the following:

“SEC. 172. STRENGTHENING COMMUNITY COLLEGES TRAINING GRANTS PROGRAM.

“(a) PURPOSES.—The purposes of this section are—

“(1) to establish, improve, or expand high-quality educational or career training programs at community colleges; and

“(2) to expand opportunities for individuals to obtain recognized postsecondary credentials that are nationally or regionally portable and stackable for high-skill, high-wage, or in-demand industry sectors or occupations.

“(b) STRENGTHENING COMMUNITY COLLEGES TRAINING GRANTS PROGRAM.—

“(1) IN GENERAL.—From the amounts appropriated to carry out this section under subsection (j) and not reserved under paragraph (2), the Secretary shall, on a competitive basis, make grants to eligible institutions to carry out the activities described in subsection (e).

“(2) RESERVATION.—Of the amounts appropriated to carry out this section under subsection (j), the Secretary may reserve not more than two percent for the administration of grants awarded under this section, including—

“(A) providing technical assistance and targeted outreach to support eligible institutions serving a high number or high percentage of low-income individuals or individuals with barriers to employment, and rural-serving eligible institutions, to provide guidance and assistance in the process of applying for grants under this section; and

“(B) evaluating and reporting on the performance and impact of programs funded under this section in accordance with subsections (f) and (g).

“(c) AWARD PERIOD.—

“(1) INITIAL GRANT PERIOD.—Each grant under this section shall be awarded for an initial period of not more than 4 years.

“(2) SUBSEQUENT GRANTS.—An eligible institution that receives an initial grant under this section may receive one or more additional grants under this section for additional periods of not more than 4 years each if the eligible institution demonstrates that the community college and industry partnership supported with the initial grant was successful (as determined by the Secretary on the basis of the levels of performance achieved with respect to the performance indicators described in subsection (g)).

“(d) APPLICATION.—

“(1) IN GENERAL.—To be eligible to receive a grant under this section, an eligible institution shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

“(2) CONTENTS.—At a minimum, an application submitted by an eligible institution under paragraph (1) shall include a description of each the following:

“(A) The extent to which the eligible institution included in the partnership has prior experience in leading similar capacity building

projects that demonstrates the institution’s ability to accomplish multi-pronged, complex projects and an explanation of the results of any such projects.

“(B) The extent to which the eligible institution can—

“(i) leverage additional resources to support the programs funded with the grant; and

“(ii) demonstrate the future sustainability of each such program.

“(C) The steps the institution will take to ensure the quality of each program supported by the grant, including the career pathways within such programs.

“(D) The needs that will be addressed by the community college and industry partnership supported by the grant.

“(E) The population and geographic area to be served by the partnership.

“(F) One or more industries that the partnership will target and data demonstrating that those industries are aligned with employer demand in the geographic area to be served by the partnership.

“(G) The educational or career training programs to be supported by the grant.

“(H) The recognized postsecondary credentials that are expected to be earned by participants in such programs and the related in-demand industry sectors or occupations for which such programs will prepare participants.

“(I) The evidence upon which the education and training strategies to be used in the programs are based and an explanation of how such evidence influenced the design of the programs to improve education and employment outcomes.

“(J) The methods and strategies the partnership will use to engage with employers in in-demand industry sectors or occupations.

“(K) The roles and responsibilities of each employer, organization, agency, or institution of higher education with which the eligible institution will partner to carry out activities under this section.

“(L) Whether, and to what extent, the activities of the partnership are expected to align with the workforce strategies identified in—

“(i) any State plan or local plan submitted under this Act by the State, outlying area, or locality in which the partnership is expected to operate;

“(ii) any State plan submitted under section 122 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342) by such State or outlying area; and

“(iii) any economic development plan of the chief executive of such State or outlying area.

“(M) How the eligible institution will identify and define appropriate performance outcome measurements (as determined by the Secretary) to measure.

“(i) how activities supported by the grant build capacity for in-demand skills training, such as by increasing the breadth and depth of employer engagement and by developing and implementing new and accelerated instructional techniques or technologies;

“(ii) the expected performance of individuals participating in the programs to be offered by the eligible institution, including with respect to any performance indicators applicable under section 116; and

“(iii) any other performance outcomes identified by the Secretary.

“(3) CONSIDERATION OF PREVIOUS EXPERIENCE.—The Secretary may not disqualify an otherwise eligible institution from receiving a grant under this section solely because such institution lacks previous experience in capacity building projects, as described in subparagraph (2)(A).

“(4) PRIORITY.—In awarding grants under this section, the Secretary shall give priority to eligible entities that will use the grant to serve—

“(A) individuals with barriers to employment; or

“(B) incumbent workers who need to gain or improve foundational skills to enhance their employability.

“(e) USES OF FUNDS.—

“(1) COMMUNITY COLLEGE AND INDUSTRY PARTNERSHIP.—For the purpose of carrying out the activities specified in paragraphs (2) and (3), an eligible institution that receives a grant under this section shall establish a partnership or continue an existing partnership with one or more employers in an in-demand industry sector or occupation and shall maintain such partnership for the duration of the grant period. The eligible institution shall ensure that the partnership—

“(A) targets one or more specific high-skill, high-wage, or in-demand industries;

“(B) includes collaboration with the workforce development system;

“(C) serves adult and dislocated workers, incumbent workers, and new entrants to the workforce;

“(D) uses an evidence-based program design that is appropriate for the activities carried out by the partnership; and

“(E) incorporates, to the extent appropriate, virtual service delivery to facilitate technology-enabled learning.

“(2) REQUIRED ACTIVITIES.—An eligible institution that receives a grant under this section, in consultation with the partnership established under paragraph (1), shall—

“(A) establish, improve, or expand high quality, evidence-based education or career training programs, career pathway programs, or work-based learning programs (including apprenticeship programs or pre-apprenticeships that qualify an individual for participation in an apprenticeship program); and

“(B) use not less than 15 percent of the grant to provide supportive services to individuals participating in the programs funded with the grant to facilitate retention and program completion, which may include—

“(i) childcare, transportation, mental health services, and assistance in obtaining health insurance coverage and housing;

“(ii) assistance in accessing State and Federal means-tested benefits programs;

“(iii) career navigation, coaching, mentorship, and case management services, including providing information and outreach to individuals with barriers to employment to encourage such individuals to participate in programs funded with the grant; and

“(iv) providing access to course materials, technological devices, required equipment, and other supports necessary for participation in and successful completion of such programs.

“(3) ADDITIONAL ACTIVITIES.—In addition to the activities required under paragraph (2), an eligible institution that receives a grant under this section, in consultation with the partnership established under paragraph (1), shall carry out one or more of the following activities:

“(A) Establish, improve, or expand—

“(i) articulation agreements (as defined in section 486A(a) of the Higher Education Act of 1965 (20 U.S.C. 1093a(a)));

“(ii) credit transfer agreements;

“(iii) corequisite remediation programs that enable a student to receive remedial education services while enrolled in a postsecondary course rather than requiring the student to receive remedial education before enrolling in a such a course;

“(iv) dual or concurrent enrollment programs;

“(v) competency-based education and assessment; or

“(vi) policies and processes to award academic credit for prior learning or for the programs described in paragraph (2).

“(B) Make available, in a format that is open, searchable, and easily comparable, information on—

“(i) curricula and recognized postsecondary credentials offered through programs funded with the grant, including any curricula or credentials created or further developed using such grant;

“(ii) the skills or competencies developed by individuals who participate in such programs; and

“(iii) related employment and earnings outcomes.

“(C) Establish or implement plans for providers of the programs described in paragraph (2) to meet the criteria and carry out the procedures necessary to be included on the eligible training services provider list described in section 122(d).

“(D) Purchase, lease, or refurbish specialized equipment as necessary to carry out such programs.

“(E) Reduce or eliminate unmet financial need relating to participants' cost of attendance (as defined under section 472 of the Higher Education Act of 1965 (20 U.S.C. 10871)) in such programs.

“(4) ADMINISTRATIVE COST LIMIT.—An eligible institution may use not more than 10 percent of the funds received under this section for administrative costs, including costs related to collecting information, analysis, and coordination for purposes of subsection (f).

“(f) PERFORMANCE LEVELS AND PERFORMANCE REVIEWS.—

“(1) IN GENERAL.—The Secretary shall develop and implement guidance that establishes the levels of performance that are expected to be achieved by each community college and industry partnership funded with a grant under this section. Such performance levels shall be based on the following indicators:

“(A) Each of the primary indicators of performance for adults described in section 116(b).

“(B) The extent to which the partnership built capacity by—

“(i) increasing the breadth and depth of employer engagement and investment in educational and training programs in the in-demand industry sectors and occupations targeted by the partnership;

“(ii) designing or implementing new and accelerated instructional techniques or technologies, including the use of advanced online and technology-enabled learning; and

“(iii) increasing program and policy alignment across systems and decreasing duplicative services or service gaps.

“(C) With respect to individuals who participated in an education or training program funded with the grant—

“(i) the percentage of participants who successfully completed a program; and

“(ii) of the participants who were incumbent workers at the time of enrollment in the program, the percentage who advanced into higher-level positions during or after completing the program.

“(D) Such other indicators of performance as the Secretary determines appropriate.

“(2) CONSULTATION AND DETERMINATION OF PERFORMANCE LEVELS.—

“(A) CONSULTATION.—In developing the performance levels under paragraph (1), the Secretary shall consult with each partnership funded with a grant under this section.

“(B) DETERMINATION.—After completing the consultation required under subparagraph (A), the Secretary shall separately determine the performance levels that will apply to each partnership taking into account—

“(i) the expected performance levels of each eligible entity with respect to the goals described in subsection (d)(2)(M); and

“(ii) local economic conditions in the geographic area to be served by the partnership, including differences in unemployment rates and job losses or gains in particular industries.

“(C) NOTICE AND ACKNOWLEDGMENT.—

“(i) NOTICE.—The Secretary shall provide each partnership with a written notification that sets forth the performance levels that will apply to the partnership, as determined under subparagraph (B).

“(ii) ACKNOWLEDGMENT.—After receiving the notification described in clause (i), each partnership shall submit to the Secretary written confirmation that the partnership—

“(I) received the notification; and

“(II) agrees to be evaluated in accordance with the performance levels set by the Secretary.

“(3) PERFORMANCE REVIEWS.—On an annual basis during each year of the grant period, the Secretary shall evaluate the performance of each partnership funded with a grant under this section in a manner consistent with paragraph (2).

“(4) FAILURE TO MEET PERFORMANCE LEVELS.—After conducting an evaluation under paragraph (3), if the Secretary determines that a partnership did not achieve the performance levels applicable to the partnership under paragraph (2) the Secretary shall—

“(A) provide technical assistance to the partnership and

“(B) develop a performance improvement plan for the partnership.

“(g) EVALUATIONS AND REPORTS.—

“(1) IN GENERAL.—Not later than 5 years after the date on which the first grant is made under this section, the Secretary shall design and conduct an evaluation to determine the overall effectiveness of the community college and industry partnerships funded under this section.

“(2) ELEMENTS.—The evaluation conducted under paragraph (1) shall include an assessment of the general effectiveness of programs and activities supported by grants awarded under this section, including the extent to which the programs and activities—

“(A) developed new or expanded existing successful industry sector strategies, including the extent to which such partnerships deepened employer engagement and developed education and training programs that met industry skill needs;

“(B) created, expanded, or enhanced career pathways, including the extent to which the partnerships developed or improved competency-based education and assessment, credit for prior learning, modularized and self-paced curricula, integrated education and career training, dual enrollment in secondary and postsecondary career pathways, stacked and latticed credentials, and online and distance learning;

“(C) created alignment between community colleges and the workforce development system;

“(D) assisted individuals with finding, retaining, or advancing in employment;

“(E) assisted individuals with earning recognized postsecondary credentials; and

“(F) served various demographic groups, including people of different geographic locations, ages, races, national origins, and sex.

“(3) DESIGN REQUIREMENTS.—The evaluation under this subsection shall—

“(A) be designed by the Secretary (acting through the Chief Evaluation Officer) in conjunction with the partnerships being evaluated;

“(B) include analysis of participant feedback and outcome and process measures; and

“(C) use designs that employ the most rigorous analytical and statistical methods that are reasonably feasible, such as the use of control groups.

“(4) DATA ACCESSIBILITY.—The Secretary shall make available on a publicly accessible website of the Department of Labor any data collected as part of the evaluation under this subsection. Such data shall be made available in an aggregated format that does not reveal personally identifiable information.

“(5) PUBLICATION AND REPORTING OF EVALUATION FINDINGS.—The Secretary (acting through the Chief Evaluation Officer) shall—

“(A) in accordance with the timeline determined to be appropriate by the Chief Evaluation Officer, publish an interim report on the preliminary results of the evaluation conducted under this subsection;

“(B) not later than 60 days after the date on which the evaluation is completed under this subsection, submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on such evaluation; and

“(C) not later than 90 days after such completion date, publish and make the results of the

evaluation available on a publicly accessible website of the Department of Labor.

“(h) ANNUAL REPORTS.—The Secretary shall make available on a publicly accessible website of the Department of Labor, in transparent, linked, open, and interoperable data formats, the following information:

“(1) The performance of partnerships on the capacity-building performance indicator set forth under subsection (f)(1)(B).

“(2) The performance of partnerships on the participant outcome performance indicators set forth under subsection (f)(1)(C).

“(3) The number of individuals enrolled in employment and training activities funded with a grant under this section.

“(i) DEFINITIONS.—In this section:

“(1) COMMUNITY COLLEGE.—The term ‘community college’ means—

“(A) a public institution of higher education (as defined in section 101(a) of the Higher Education Act (20 U.S.C. 1001(a)), at which—

“(i) the highest degree awarded is an associate degree; or

“(ii) an associate degree is the most frequently awarded degree;

“(B) a branch campus of a 4-year public institution of higher education (as defined in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001)), if, at such branch campus—

“(i) the highest degree awarded is an associate degree; or

“(ii) an associate degree is the most frequently awarded degree;

“(C) a 2-year Tribal College or University (as defined in section 316(b)(3) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)(3))); or

“(D) a degree-granting Tribal College or University (as defined in section 316(b)(3) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)(3))) at which—

“(i) the highest degree awarded is an associate degree; or

“(ii) an associate degree is the most frequently awarded degree.

“(2) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

“(A) a community college;

“(B) a postsecondary vocational institution (as defined in section 102(c) of the Higher Education Act of 1965 (20 U.S.C. 1002(c))); or

“(C) a consortium of such colleges or institutions.

“(j) SUPPLEMENT NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant other Federal, State, and local public funds made available for carrying out the activities described in this section.

“(k) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

“(1) \$100,000,000 for fiscal year 2023;

“(2) \$110,000,000 for fiscal year 2024;

“(3) \$121,000,000 for fiscal year 2025;

“(4) \$133,000,000 for fiscal year 2026;

“(5) \$146,000,000 for fiscal year 2027; and

“(6) \$161,000,000 for fiscal year 2028.”.

SEC. 278. REENTRY EMPLOYMENT OPPORTUNITIES.

Subtitle D of title I (29 U.S.C. 3221 et seq.), as amended by this Act, is further amended by inserting after section 172, as added by the preceding section, the following:

“SEC. 173. REENTRY EMPLOYMENT OPPORTUNITIES.

“(a) PURPOSES.—The purposes of this section are—

“(1) to improve the employment, earnings, and skill attainment, and reduce recidivism, of adults and youth who have been involved with the justice system;

“(2) to prompt innovation and improvement in the reentry of justice-involved individuals into the workforce so that successful initiatives can be established or continued and replicated; and

“(3) to further develop the evidence on how to improve employment, earnings, and skill attain-

ment, and reduce recidivism of justice-involved individuals, through rigorous evaluations of specific services provided, including how they affect different populations and how they are best combined and sequenced.

“(b) REENTRY EMPLOYMENT COMPETITIVE GRANTS, CONTRACTS, AND COOPERATIVE AGREEMENTS AUTHORIZED.—

“(1) IN GENERAL.—From the amounts appropriated under subsection (h)(1) and not reserved under subsection (h)(2), the Secretary—

“(A) shall, on a competitive basis, make grants to, or enter into contracts or cooperative agreements with, eligible entities to implement reentry projects that serve eligible adults or eligible youth; and

“(B) may not use less than 25 percent, or more than 40 percent, of such amounts to award funds under subparagraph (A) to eligible entities that are national or regional intermediaries to—

“(i) implement the reentry projects described in subparagraph (A); or

“(ii) provide such funds to other eligible entities—

“(1) to implement such reentry projects; and

“(II) to monitor and support such entities.

“(2) AWARD PERIODS.—The Secretary shall award funds under this section for an initial period of not more than 4 years, and may renew such awards for additional 4-year periods.

“(3) PRIORITY.—In awarding funds under this section, the Secretary shall give priority to eligible entities whose applications submitted under subsection (c) demonstrate a commitment to use such funds to implement reentry projects—

“(A) that will serve high-crime or high-poverty areas;

“(B) that will enroll in such reentry projects eligible youth or eligible adults—

“(i) prior to the release of such individuals from incarceration in a correctional institution; or

“(ii) not later than 180 days after such release;

“(C) whose strategy and design are evidence-based including cognitive behavioral therapy with a workforce emphasis;

“(D) that establish partnerships with—

“(i) businesses; or

“(ii) institutions of higher education to provide project participants with programs of study leading to recognized postsecondary credentials in in-demand occupations;

“(E) that provide training services that are designed to meet the basic requirements of an employer (including a group of employers) and are conducted with a commitment by the employer to employ individuals upon successful completion of the training; or

“(F) that demonstrate a track record and ongoing commitment of developing, implementing, and refining reentry programs that include employment, education, training, and support services for adults and youth with current or prior justice system involvement.

“(c) APPLICATION.—

“(1) FORM AND PROCEDURE.—To be qualified to receive funds under this section, an eligible entity shall submit an application at such time, and in such manner, as determined by the Secretary, and containing the information described in paragraph (2).

“(2) CONTENTS.—An application submitted by an eligible entity under paragraph (1) shall contain the following:

“(A) A description of the eligible entity, including the experience of the eligible entity in providing employment and training services for justice-involved individuals.

“(B) A description of the needs that will be addressed by the reentry project supported by the funds received under this section, and the target participant population and the geographic area to be served.

“(C) A description of the proposed employment and training activities and supportive services, if applicable, to be provided under such

reentry project, and how such activities and services will prepare participants for employment in in-demand industry sectors and occupations within the geographic area to be served by such reentry project.

“(D) The anticipated schedule for carrying out the activities proposed under the reentry project.

“(E) A description of—

“(i) the partnerships the eligible entity will establish with agencies and entities within the criminal justice system, local boards and one-stops, community-based organizations, and employers (including local businesses) to provide participants of the reentry project with work-based learning, job placement, and recruitment (if applicable); and

“(ii) how the eligible entity will coordinate its activities with other services and benefits available to justice-involved individuals in the geographic area to be served by the reentry project.

“(F) A description of the manner in which individuals will be recruited and selected for participation for the reentry project.

“(G) A detailed budget and a description of the system of fiscal controls, and auditing and accountability procedures, that will be used to ensure fiscal soundness for the reentry project.

“(H) A description of the expected levels of performance to be achieved with respect to the performance measures described in subsection (e).

“(I) A description of the evidence-based practices the eligible entity will use in administration of the reentry project, including clear delineation of whether the evidence is strong, moderate, or promising.

“(J) An assurance that the eligible entity will collect, disaggregate by race, ethnicity, gender, and other participant characteristics, and report to the Secretary the data required with respect to the reentry project carried out by the eligible entity for purposes of the evaluation under this section.

“(K) Any other information required by the Secretary.

“(d) USES OF FUNDS.—

“(1) IN GENERAL.—An eligible entity that receives funds under this section shall use such funds to implement a reentry project for eligible adults, eligible youth, or both that provides one or more of the following services:

“(A) Supportive services.

“(B) For participants who are eligible youth, one or more of the program elements listed in subparagraphs (A) through (N) of section 129(c)(2).

“(C) One or more of the individualized career services listed in subclause (I) through (IX) of section 134(c)(2)(A)(xii).

“(D) Follow-up services after placement in unsubsidized employment as described in section 134(c)(2)(A)(xiii).

“(E) One or more of the training services listed in clauses (i) through (x)(i) in section 134(c)(3)(D), including subsidized employment opportunities through transitional jobs.

“(F) Apprenticeship programs.

“(G) Education in digital literacy skills.

“(H) Mentoring.

“(I) Provision of or referral to evidence-based mental health treatment by licensed practitioners.

“(J) Assistance in obtaining employment as a result of the establishment and development by the eligible entity of relationships and networks with large and small employers.

“(K) Assistance with driver's license reinstatement and fees for driver's licenses and other necessary documents for employment.

“(L) Provision of or referral to substance abuse treatment services, provided that funds awarded under this section are only used to provide such services to participants who are unable to obtain such services through other programs providing such services.

“(M) Assistance in obtaining employment as a result of the coordination by the eligible entity

with employers to develop customized training programs and on-the-job training.

“(2) ADMINISTRATIVE COST LIMIT.—An eligible entity may not use more than 10 percent of the funds received under this section for administrative costs, including for costs related to collecting information, analysis, and coordination for purposes of subsection (e) or (f).

“(e) LEVELS OF PERFORMANCE.—

“(1) ESTABLISHMENT OF LEVELS.—

“(A) IN GENERAL.—The Secretary shall establish expected levels of performance for reentry projects funded this section for—

“(i) each of the primary indicators of performance for adults and youth described in section 116(b); and

“(ii) the additional performance indicators described in paragraph (2).

“(B) UPDATES.—The levels established under subparagraph (A) shall be updated for each 4-year award period.

“(2) ADDITIONAL INDICATORS OF PERFORMANCE.—In addition to the indicators described in paragraph (1)(A)(i), the Secretary—

“(A) shall establish an indicator of performance for projects funded under this section with respect participant recidivism; and

“(B) may establish other performance indicators for such projects as the Secretary determines appropriate.

“(3) AGREEMENT ON PERFORMANCE LEVELS.—In establishing and updating performance levels under paragraph (1), the Secretary shall reach agreement on such levels with the eligible entities receiving awards under this section that will be subject to such levels, based on factors including—

“(A) the expected performance levels of each such eligible entity described in the application submitted under subsection (c)(2)(H);

“(B) local economic conditions of the geographic area to be served by each such eligible entity, including differences in unemployment rates and job losses or gains in particular industries; and

“(C) the characteristics of the participants of the projects when the participants enter the project involved, including—

“(i) criminal records and indicators of poor work history;

“(ii) lack of work experience;

“(iii) lack of educational or occupational skills attainment;

“(iv) low levels of literacy or English proficiency;

“(v) disability status;

“(vi) homelessness; and

“(vii) receipt of public assistance.

“(4) FAILURE TO MEET PERFORMANCE LEVELS.—In the case of an eligible entity that fails to meet the performance levels established under paragraph (1) for the reentry project involved for any award year, the Secretary shall provide technical assistance to the eligible entity, including the development of a performance improvement plan.

“(f) EVALUATION OF REENTRY PROJECTS.—

“(1) IN GENERAL.—Not later than 5 years after the first award of funds under this section is made, the Secretary (acting through the Chief Evaluation Officer) shall meet the following requirements:

“(A) DESIGN AND CONDUCT OF EVALUATION.—Design and conduct an evaluation to evaluate the effectiveness of the reentry projects funded under this section, which meets the requirements of paragraph (2), and includes an evaluation of each of the following:

“(i) The effectiveness of such projects in assisting individuals with finding employment and maintaining employment at the second quarter and fourth quarter after unsubsidized employment is obtained.

“(ii) The effectiveness of such projects in assisting individuals with earning recognized post-secondary credentials.

“(iii) The effectiveness of such projects in relation to their cost, including the extent to

which the projects improve reentry outcomes, including in wages earned, benefits provided by employers, career advancement, measurable skills gains, credentials earned, housing, health, and recidivism of participants in comparison to comparably situated individuals who did not participate in such projects.

“(iv) The effectiveness of specific services and interventions provided and of the overall project design.

“(v) If applicable, the extent to which such projects meet the needs of various demographic groups, including people of different geographic locations, ages, races, national origins, sex, and criminal records, and individuals with disabilities.

“(vi) If applicable, the appropriate sequencing, combination, or concurrent structure, of services for each subpopulation of individuals who are participants of such projects, such as the order, combination, or concurrent structure and services in which transitional jobs and occupational skills training are provided, to ensure that such participants are prepared to fully benefit from employment and training services provided under the project.

“(vii) Limitations or barriers to education and employment as a result of occupational or educational licensing restrictions, access to financial aid, and access to housing.

“(viii) The quality and effectiveness of technical assistance provided by the Secretary for implementing such projects.

“(ix) Other elements that the Chief Evaluation Officer may determine to be appropriate.

“(B) DATA ACCESSIBILITY.—Make available, on the publicly accessible website of the Department of Labor, data collected during the course of evaluation under this subsection, in an aggregated format that does not provide personally identifiable information.

“(2) DESIGN REQUIREMENTS.—An evaluation under this subsection—

“(A) shall—

“(i) be designed by the Secretary (acting through the Chief Evaluation Officer) in conjunction with the eligible entities carrying out the reentry projects being evaluated;

“(ii) include analysis of participant feedback and outcome and process measures; and

“(iii) use designs that employ the most rigorous analytical and statistical methods that are reasonably feasible, such as the use of control groups; and

“(B) may not—

“(i) collect personally identifiable information, except to the extent such information is necessary to conduct the evaluation; or

“(ii) reveal or share personally identifiable information.

“(3) PUBLICATION AND REPORTING OF EVALUATION FINDINGS.—The Secretary (acting through the Chief Evaluation Officer) shall—

“(A) in accordance with the timeline determined to be appropriate by the Chief Evaluation Officer, publish an interim report on such evaluation;

“(B) not later than 90 days after the date on which any evaluation is completed under this subsection, publish and make publicly available such evaluation; and

“(C) not later than 60 days after the completion date described in subparagraph (B), submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on such evaluation.

“(g) ANNUAL REPORT.—

“(1) CONTENTS.—Subject to paragraph (2), the Secretary shall post, using transparent, linked, open, and interoperable data formats, on its publicly accessible website an annual report on—

“(A) the number of individuals who participated in projects assisted under this section for the preceding year;

“(B) the percentage of such individuals who successfully completed the requirements of such projects; and

“(C) the performance of eligible entities on such projects as measured by the performance indicators set forth in subsection (e).

“(2) DISAGGREGATION.—The information provided under subparagraphs (A) through (C) of paragraph (1) with respect to a year shall be disaggregated by each project assisted under this section for such year.

“(h) AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS.—

“(1) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

“(A) \$250,000,000 for fiscal year 2023;

“(B) \$300,000,000 for fiscal year 2024;

“(C) \$350,000,000 for fiscal year 2025;

“(D) \$400,000,000 for fiscal year 2026;

“(E) \$450,000,000 for fiscal year 2027; and

“(F) \$500,000,000 for fiscal year 2028.

“(2) RESERVATION OF FUNDS.—Of the funds appropriated under paragraph (1) for a fiscal year, the Secretary—

“(A) may reserve not more than 5 percent for the administration of grants, contracts, and cooperative agreements awarded under this section, of which not more than 2 percent may be reserved for the provision of—

“(i) technical assistance to eligible entities that receive funds under this section; and

“(ii) outreach and technical assistance to eligible entities desiring to receive such funds, including assistance with application development and submission; and

“(B) shall reserve not less than 1 percent and not more than 2.5 percent for the evaluation activities under subsection (f) or to support eligible entities with any required data collection, analysis, and coordination related to such evaluation activities.

“(i) DEFINITIONS.—In this section:

“(1) CHIEF EVALUATION OFFICER.—The term ‘Chief Evaluation Officer’ means the head of the independent evaluation office located organizationally in the Office of the Assistant Secretary for Policy of the Department of Labor.

“(2) COMMUNITY SUPERVISION.—The term ‘community supervision’ means mandatory oversight (including probation and parole) of a formerly incarcerated person—

“(A) who was convicted of a crime by a judge or parole board; and

“(B) who is living outside a secure facility.

“(3) CORRECTIONAL INSTITUTION.—The term ‘correctional institution’ has the meaning given the term in section 225(e).

“(4) ELIGIBLE ENTITY.—The term ‘eligible entity’ means—

“(A) a private nonprofit organization under section 501(c)(3) of the Internal Revenue Code of 1986, including a community-based or faith-based organization;

“(B) a local board;

“(C) a State or local government;

“(D) an Indian or Native American entity eligible for grants under section 166;

“(E) a labor organization or joint labor-management organization; or

“(F) a consortium of the entities described in subparagraphs (A) through (E).

“(5) ELIGIBLE ADULT.—The term ‘eligible adult’ means a justice-involved individual who—

“(A) is age 25 or older; and

“(B) in the case of an individual that was previously incarcerated, was released from incarceration not more than 3 years prior to enrollment in a project funded under this section.

“(6) ELIGIBLE YOUTH.—The term ‘eligible youth’ means a justice-involved individual who is not younger than age 14 or older than age 24.

“(7) HIGH-CRIME.—The term ‘high-crime’, when used with respect to a geographic area, means an area with crime rates that are higher than the rate for the overall city (for urban areas) or of non-metropolitan area in the State (for rural areas), as such terms are used by the Bureau of Labor Statistics.

“(8) HIGH-POVERTY.—The term ‘high-poverty’, when used with respect to a geographic area,

means an area with a poverty rate of at least 25 percent as determined based on the most recently available data from the American Community Survey conducted by the Bureau of the Census.”.

SEC. 279. SECTORAL EMPLOYMENT THROUGH CAREER TRAINING FOR OCCUPATIONAL READINESS (SECTOR) PROGRAM.

Subtitle D of title I (29 U.S.C. 3221 et seq.), as amended by this Act, is further amended by inserting after section 173, as added by the preceding section, the following:

“SEC. 174. SECTORAL EMPLOYMENT THROUGH CAREER TRAINING FOR OCCUPATIONAL READINESS (SECTOR) PROGRAM.

“(a) IN GENERAL.—From amounts appropriated under subsection (e)(1), and not reserved under subsection (e)(2), the Secretary shall—

“(1) use not less than 80 percent of such amounts to award grants under subsection (b) to each State to develop, convene, or expand industry or sector partnerships; and

“(2) use not less than 20 percent of such amounts to award grants under subsection (c), on a competitive basis, to eligible industry or sector partnerships for the purposes of expanding workforce development and employment opportunities for high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Secretary.

“(b) FORMULA GRANTS.—

“(1) DISTRIBUTION OF FUNDS.—

“(A) STATE ALLOTMENT.—From the amount determined by the Secretary under subsection (a)(1), the Secretary shall allot funds to each State on the basis of the relative allotment the State received under section 132(b) for such fiscal year, compared to the total amount allotted to all States under section 132(b) for such fiscal year.

“(B) LOCAL AREA ALLOCATIONS.—The Secretary shall use the amounts allotted under subparagraph (A) to distribute funds in the State to carry out the activities described in paragraph (2) by—

“(i) allocating funds to each local area of the State on the basis of the relative allocation the local area received under section 133(b) for such fiscal year, compared to the total amount allocated to all local areas in the State under section 133(b) for such fiscal year; or

“(ii) allocating funds to local areas of the State that have the highest rates of unemployment or poverty, or the highest numbers of individuals with barriers to employment in the State.

“(2) USE OF FUNDS.—The funds awarded under paragraph (1) may be used to—

“(A) regularly convene stakeholders in a collaborative structure to identify, develop, improve, or expand training, employment, and growth opportunities for high-skill, high-wage, or in-demand industry sectors or occupations;

“(B) form, expand, and improve training programs, to be managed by eligible industry and sector partnerships that include attainment of industry-recognized credentials, the integration of work-based learning activities with training curricula and occupational certification programs, and that address specific workforce issues and needs of groups of workers, with a priority on individuals with a barrier to employment, within regional labor markets in the State;

“(C) strengthen the coordination of eligible industry and sector partnerships and programs with the programs administered under subtitle B of this title and with the one-stop partners described in section 121; and

“(D) to directly provide, or arrange for the provision of, services to help individuals with barriers to employment and other participants complete and successfully transition out of training described in subparagraph (B), which services shall include career services, supportive services, or the provision of needs-related payments.

“(c) COMPETITIVE GRANTS.—

“(1) GRANTS AUTHORIZED.—From the amount determined by the Secretary under subsection (a)(2), the Secretary shall award grants, on a competitive basis, to eligible industry or sector partnerships for the purposes described in subsection (a)(2).

“(2) APPLICATION.—

“(A) FORM AND PROCEDURE.—To receive a grant under this subsection, the lead applicant on behalf of an eligible industry or sector partnership shall submit to the Secretary an application at such time, in such manner, and containing such information as specified by the Secretary.

“(B) CONTENTS.—An application submitted under paragraph (1) shall contain at a minimum the following:

“(i) Identification of the high-skill, high-wage, or in-demand industry sector or occupation on which such partnership is focused.

“(ii) A description of the activities to be carried out under the grant.

“(iii) A description of the workers that will be targeted for recruitment as program participants, how a priority of service under the grant will be provided to individuals with barriers to employment, and how the activities will be designed to maximize access and eliminate barriers to entry to training and other activities for such individuals.

“(iv) A description of other Federal or non-Federal resources that will be leveraged in support of the eligible industry or sector partnership (including cash or in-kind contributions from private-sector partners).

“(3) USES OF FUNDS.—An eligible industry or sector partnership awarded a grant under this subsection shall use such grant funds—

“(A) to engage and regularly convene stakeholders in a collaborative structure to identify, develop, improve, or expand training, employment, and growth opportunities for the high-skill, high-wage, or in-demand industry sector or occupation on which such partnership is focused;

“(B) to directly provide, or arrange for the provision of, high-quality, evidence-based training for high-skill, high-wage, or in-demand industry sectors or occupations on which such partnership is focused, which shall include training that leads to the attainment of nationally or regionally portable and stackable recognized postsecondary credentials for the industry sector or occupations described in paragraph (A), including—

“(i) training provided through apprenticeship programs, or pre-apprenticeship programs that articulate to apprenticeship programs, labor organizations, or joint labor-management partnerships;

“(ii) on-the job training, customized training, and paid internships and work experience;

“(iii) incumbent worker training to support lower wage workers in upgrading skills and advancing along a career pathway; and

“(iv) training services, in addition to those described in clauses (i) through (iii), that are authorized under section 134(c)(3)(D), including occupational skills training; and

“(C) to directly provide, or arrange for the provision of, services to help individuals with barriers to employment and other participants complete and successfully transition out of training described in subparagraph (B), which services shall include career services, supportive services, or the provision of needs-related payments authorized under subsections (c)(2), (c)(4), and (d)(3) of section 134.

“(4) PRIORITY IN SELECTION OF GRANTS.—The Secretary shall give priority consideration in applications that demonstrate the ability to serve eligible individuals in targeted economic regions that are experiencing high-poverty, have traditionally been underserved by regional economic development and sector partnership activities (including rural areas), or is facing or at risk of facing significant worker dislocation due to a

disruption or change in the regional or State economy or labor market.

“(d) PROGRAM ACCOUNTABILITY AND EVALUATION.—

“(1) IN GENERAL.—The grants awarded under this section are subject to—

“(A) the primary indicators of performance under section 116(b)(2)(A) and expected levels of performance relating to such indicators; and

“(B) such additional measures as the Secretary deems appropriate, which may include skills attainment, wage or career progression, training-related employment, and additional job quality measures.

“(2) EVALUATION.—Not later than 5 years after the first award of funds under this section is made the Secretary (acting through the chief evaluation officer) shall design and conduct an evaluation to evaluate the effectiveness of the program carried out this section.

“(3) PUBLICATION.—The Secretary shall publish the outcomes of grantees under the indicators and measures described in paragraph (1) and the evaluation described in paragraph (2) on a publicly accessible website, and submit the evaluation findings to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate.

“(e) AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS.—

“(1) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

“(A) \$1,000,000,000 for fiscal year 2023;

“(B) \$1,100,000,000 for fiscal year 2024;

“(C) \$1,210,000,000 for fiscal year 2025;

“(D) \$1,331,000,000 for fiscal year 2026;

“(E) \$1,464,100,000 for fiscal year 2027; and

“(F) \$1,610,510,000 for fiscal year 2028.

“(2) RESERVATION OF FUNDS.—Of the funds appropriated under paragraph (1) for a fiscal year, the Secretary may reserve not more than 5 percent which—

“(A) may be used for administration of the program described in this section, in addition to any other funds available for these activities, including providing comprehensive technical assistance, targeted outreach to eligible partnerships serving local areas with high unemployment rates or high percentages of low-income individuals or individuals with barriers to employment; and oversight to support eligible partnerships; and

“(B) shall be used to conduct an evaluation of the activities carried out under this section and for reporting on the performance and impact of programs funded under this section.

“(f) DEFINITIONS.—In this section:

“(1) ELIGIBLE INDUSTRY OR SECTOR PARTNERSHIP.—The term ‘eligible industry or sector partnership’ means—

“(A) an industry or sector partnership, which shall include multiple representatives described in each of clauses (i) through (iii) of paragraph (26)(A) of section 3; or

“(B) a partnership of multiple entities described in section 3(26) and a State board or local board, that is in the process of establishing an industry or sector partnership.

“(2) LEAD APPLICANT.—The term ‘lead applicant’ means an applicant for a grant under this section that is a State board, local board, institution of higher education, labor-management partnership, labor organization, industry association, or other State and regional nonprofit organizations with experience in designing, convening, and expanding industry or sector partnerships.”.

SEC. 280. WORKFORCE DATA QUALITY INITIATIVE GRANTS.

Subtitle D of title I (29 U.S.C. 3221 et seq.), as amended by this Act, is further amended by inserting after section 174, as added by the preceding section, the following:

“SEC. 175. WORKFORCE DATA QUALITY INITIATIVE GRANTS.

“(a) AUTHORITY.—The Secretary is authorized to award grants, on a competitive basis, to

States to create workforce longitudinal administrative databases and associated resources for the purpose of strengthening workforce development program quality, protecting privacy, and improving transparency.

“(b) **PRIORITY.**—In awarding grants under this section, the Secretary shall give priority to States that—

“(1) have the greatest need to improve their data infrastructure;

“(2) will use non-Federal contributions to improve State data infrastructure and related resources;

“(3) support co-enrollment in workforce related programs;

“(4) participate and contribute data to the State’s linked longitudinal data system, including submitting data that when linked with elementary and secondary school and postsecondary data, provides the State the ability to create more data tools and analytics; and

“(5) enable research and program improvement activities.

“(c) **SUPPLEMENT, NOT SUPPLANT.**—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, or local funds used for developing State data systems.

“(d) **ADMINISTRATIVE COSTS.**—The Secretary shall reserve not more than 10 percent of funds made available to carry out this section for each fiscal year for the provision of technical assistance to support the implementation of grants awarded under this section.

“(e) **PRIVACY.**—Nothing in this section shall require the disaggregation of data when the number of individuals in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual, or would reveal such information when combined with other released information.

“(f) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section—

“(1) \$40,000,000 for fiscal year 2023;

“(2) \$35,000,000 for fiscal year 2024;

“(3) \$30,000,000 for fiscal year 2025;

“(4) \$25,000,000 for fiscal year 2026;

“(5) \$20,000,000 for fiscal year 2027; and

“(6) \$15,000,000 for fiscal year 2028.

“(g) **DEFINITION.**—In this section, the term ‘State’ has the meaning given the term in section 3, except such term also includes each of the outlying areas (as defined in section 3).”.

SEC. 281. AUTHORIZATION OF APPROPRIATIONS.

Section 176 (as redesignated by section 277), is amended to read as follows:

“SEC. 176. AUTHORIZATION OF APPROPRIATIONS.

“(a) **NATIVE AMERICAN PROGRAMS.**—There are authorized to be appropriated to carry out section 166 (not including subsection (k) of such section)—

“(1) \$66,400,000 for fiscal year 2023;

“(2) \$73,000,000 for fiscal year 2024;

“(3) \$80,300,000 for fiscal year 2025;

“(4) \$88,300,000 for fiscal year 2026;

“(5) \$97,100,000 for fiscal year 2027; and

“(6) \$106,800,000 for fiscal year 2028.

“(b) **MIGRANT AND SEASONAL FARMWORKER PROGRAMS.**—There are authorized to be appropriated to carry out section 167—

“(1) \$109,100,000 for fiscal year 2023;

“(2) \$114,600,000 for fiscal year 2024;

“(3) \$120,300,000 for fiscal year 2025;

“(4) \$126,300,000 for fiscal year 2026;

“(5) \$132,600,000 for fiscal year 2027; and

“(6) \$139,200,000 for fiscal year 2028.

“(c) **TECHNICAL ASSISTANCE.**—There are authorized to be appropriated to carry out section 168—

“(1) \$3,600,000 for fiscal year 2023;

“(2) \$3,800,000 for fiscal year 2024;

“(3) \$4,000,000 for fiscal year 2025;

“(4) \$4,200,000 for fiscal year 2026;

“(5) \$4,400,000 for fiscal year 2027; and

“(6) \$4,600,000 for fiscal year 2028.

“(d) **EVALUATIONS AND RESEARCH.**—There are authorized to be appropriated to carry out section 169—

“(1) \$116,700,000 for fiscal year 2023;

“(2) \$122,500,000 for fiscal year 2024;

“(3) \$128,600,000 for fiscal year 2025;

“(4) \$135,000,000 for fiscal year 2026;

“(5) \$141,800,000 for fiscal year 2027; and

“(6) \$148,900,000 for fiscal year 2028.”.

Subtitle E—Administration

SEC. 291. NONDISCRIMINATION.

Section 188 (29 U.S.C. 3248) is amended—

(1) in subsection (a)(5), by adding at the end the following: “Provided that it shall not be a violation of this paragraph to exclude any individual from participation or employment in programs or activities receiving Federal financial assistance where such participation or employment, or access to the premises upon which any part of such program, activity, or employment is performed, is subject to any requirements imposed in the interest of the national security of the United States under any security program in effect pursuant to or administered under any statute or regulation of the United States, Executive Order of the President, or other Federal contractual requirement, and such individual does not meet such requirements.”; and

(4) in subsection (e) is amended by striking “Workforce Innovation and Opportunity Act” and inserting “Workforce Innovation and Opportunity Act of 2022”.

SEC. 292. SECRETARIAL ADMINISTRATIVE AUTHORITIES AND RESPONSIBILITIES.

Section 189 (29 U.S.C. 3249) is amended—

(1) in subsection (d), by striking “the Workforce” and inserting “Labor”;

(2) in subsection (g)(2)(B)(ii), by striking “subsection (a) or (b) of section 169 (relating to evaluations, research projects, studies and reports, and multistate projects)” and inserting “subsection (a), (b), or (c) of section 169 relating to evaluations, research projects, studies and reports, multistate projects, and the workforce development innovation fund”;

(3) by striking subsection (h);

(4) by redesignating subsection (i) as subsection (h); and

(5) by amending paragraph (3)(A)(ii) of subsection (h) (as so redesignated) to read as follows:

“(ii) any of the statutory or regulatory requirements of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (excluding requirements relating to the provision of services to unemployment insurance claimants and veterans, the provision of employment services by public employees under a merit system, the colocation of employment service offices with one-stop centers, the designation of a cooperating State agency, and requirements relating to universal access to basic labor exchange services without cost to job-seekers).”.

SEC. 293. GUARD RAILS FOR PROGRAM INTEGRITY.

Section 194 (29 U.S.C. 3254) is amended by adding at the end the following:

“(16) An institution of higher education that is a proprietary institution of higher education (as defined in section 102(a)(1)(A) of the Higher Education Act of 1965 (20 U.S.C. 1002(a)(1)(A)) may not be—

“(A) designated or certified as a one-stop operator under section 121(d), or awarded funds under this title to operate a one-stop center; or

“(B) appointed to a State board or local board under section 101 or 107, respectively.”.

TITLE III—ADULT EDUCATION AND FAMILY LITERACY

SEC. 301. FAMILY LITERACY.

The heading of title II of the Workforce Innovation and Opportunity Act (29 U.S.C. 3271 et seq.) is amended by inserting “**FAMILY**” before “**LITERACY**”.

SEC. 302. PURPOSE.

Section 202 (29 U.S.C. 3271) is amended—

(1) in the matter preceding paragraph (1), by inserting “family” before “literacy activities”;

(2) by amending paragraph (1) to read as follows:

“(1) assist adults to become literate and obtain the knowledge and skills (including digital skills) necessary for employment, economic self-sufficiency, and full participation in all aspects of adult life;” and

(3) in paragraph (4)(A)—

(A) in clause (i), by striking “and” at the end; and

(B) by inserting after clause (ii) the following: “(iii) digital skills; and”.

SEC. 303. DEFINITIONS.

Section 203 (29 U.S.C. 3272) is amended—

(1) in paragraph (1)—

(A) in subparagraph (B), by striking “and” at the end;

(B) by redesignating subparagraph (C) as subparagraph (D); and

(C) by inserting after subparagraph (B) the following:

“(C) develop and use digital technology skills; and”;

(2) in paragraph (2), by inserting “, digital skills activities offered in conjunction with other adult education and literacy activities” after “family literacy activities”;

(3) in paragraph (3), by inserting “family” before “literacy activities”;

(4) in paragraph (4)(C)—

“(A) in clause (i), by striking ‘is basic skills deficient’ and inserting ‘has foundational skills’; and

“(B) in clause (iii), by striking ‘language’;

“(5) in paragraph (6)(A), by striking ‘language’ in the first place it appears;

“(6) in paragraph (7)—

“(A) in the heading, by striking ‘LANGUAGE’; and

“(B) in the matter preceding subparagraph (A), by striking ‘English language learner’ and inserting ‘English learning’;

(6) in paragraph (9)—

(A) in the matter preceding subparagraph (A), by striking “economic prospects” and inserting “economic and educational prospects”; and

(B) by adding at the end the following:

“(E) Digital literacy activities to enable parents or family members to develop and use digital literacy skills to support their children’s learning.”;

(7) by amending paragraph (11) to read as follows:

“(11) **INTEGRATED EDUCATION AND TRAINING.**—The term ‘integrated education and training’ means a service approach that provides adult education and family literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific high-wage, high demand occupation or occupational cluster (including, as appropriate, for apprenticeship and pre-apprenticeship programs) for the purpose of educational and career advancement.”;

(8) by amending paragraph (12) to read as follows:

“(12) **INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.**—The term ‘integrated English literacy and civics education’ means instruction in literacy and English and other education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries—

“(A) that enables such adults—

“(i) to achieve competency in the English language;

“(ii) to build knowledge of United States history and civics;

“(iii) to prepare for United States citizenship and the naturalization process;

“(iv) to use digital technology at levels of proficiency necessary to function effectively as a worker, a parent or a family member, and a member of society;

“(v) to apply for Federal and other student financial aid and enroll in postsecondary education or other further learning; and

“(vi) to locate and apply for registered apprenticeship or pre-apprenticeship programs; and

“(B) which may include—

“(i) preparation for a high school equivalency diploma or postsecondary training or education;

“(ii) preparation for employment;

“(iii) preparation for apprenticeship or pre-apprenticeship programs, or the provision of information regarding where to acquire that preparation; or

“(iv) instruction in—

“(I) navigating the early childhood, elementary and secondary, and postsecondary education systems;

“(II) financial literacy;

“(III) the housing market in the United States; or

“(IV) accessing Federal, State, and local health care systems.”;

(9) in paragraph (13) by striking “and solve problems,” and all that follows through the period at the end and inserting “solve problems, and use digital technology at levels of proficiency necessary to function effectively as an employee, a parent or a family member, and a member of society.”;

(10) by redesignating paragraphs (16) and (17) as paragraphs (17) and (18), respectively;

(11) by inserting after paragraph (15), the following:

“(16) **UNIVERSAL DESIGN FOR LEARNING.**—The term “universal design for learning” has the meaning given the term in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).”;

(12) in paragraph (18), as redesignated by paragraph (9)—

(A) by striking “using information” and inserting “using and acquiring information”; and

(B) by striking “education or training” and inserting “education or training (including registered apprenticeship and pre-apprenticeship programs)”.

SEC. 304. AUTHORIZATION OF APPROPRIATIONS.

Section 206 (29 U.S.C. 3275) is amended by striking “\$577,667,000 for fiscal year 2015” and all that follows through the period at the end and inserting “\$785,100,000 for fiscal year 2023, \$824,400,000 for fiscal year 2024, \$865,600,000 for fiscal year 2025, \$908,900,000 for fiscal year 2026, \$954,300,000 for fiscal year 2027, and \$1,002,000,000 for fiscal year 2028.”.

SEC. 305. PERFORMANCE ACCOUNTABILITY SYSTEM.

Section 212 (29 U.S.C. 3292) is amended to read as follows:

“SEC. 212. PERFORMANCE ACCOUNTABILITY SYSTEM.

“(a) **IN GENERAL.**—Programs and activities authorized in this title are subject to the performance accountability provisions described in section 116.

“(b) **INNOVATIVE PERFORMANCE ACCOUNTABILITY SYSTEM DEMONSTRATION PROGRAM.**—

“(1) **IN GENERAL.**—The Secretary may authorize one or more eligible entities to implement an innovative performance accountability system that uses alternative primary indicators of performance that reflect the objectives and activities of the entity’s adult education and family literacy programs and measure the attainment of the education and employment goals of the participants in such programs. The innovative performance accountability system may include—

“(A) performance indicators attained while an individual is enrolled in an adult education and family literacy program; and

“(B) performance indicators attained after an individual exits such a program.

“(2) **DEMONSTRATION PERIOD.**—

“(A) **IN GENERAL.**—Except as provided in subparagraph (B), the period during which an eli-

gible entity may carry out an innovative accountability system authorized under this subsection shall be a period determined by the Secretary that does not exceed five years.

“(B) **EXTENSION.**—The Secretary may extend, by up to one year, the demonstration period determined under subparagraph (A) for an eligible entity if—

“(i) the Secretary determines that the innovative accountability system implemented by the entity is successfully meeting the objectives of this subsection; and

“(ii) the total period during which the entity implements such system under the demonstration program, inclusive of such extension, does not exceed six years.

“(3) **APPLICATION.**—

“(A) **IN GENERAL.**—Subject to subparagraph (C), an eligible entity that seeks authorization to implement an innovative performance accountability system under this subsection shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require.

“(B) **CONTENTS.**—At a minimum, each application under this paragraph shall include—

“(i) a description of the objectives of the innovative performance accountability system proposed by the eligible entity;

“(ii) a description of such accountability system, including a description of the performance indicators to be used;

“(iii) the duration of the period over which the entity intends to carry out the proposed accountability system;

“(iv) an explanation of why the entity believes the alternative indicators of performance proposed by the entity would more accurately measure the attainment of the objectives of the entity’s adult education and family literacy programs compared to the indicators of performance described in section 116(b)(2)(A)(i);

“(v) an explanation of how the proposed performance indicators are expected to provide a valid and reliable measurement of the effectiveness of the entity’s adult education and family literacy programs with respect to the individuals served by such programs;

“(vi) a description of how the entity will report to the Secretary and make publicly available the proposed indicators of performance on a timely basis;

“(vii) an assurance that the entity will prepare and submit the final report required under paragraph (4); and

“(viii) a description of how the innovative accountability system may be relevant to and replicated by States and outlying areas.

“(C) **REVIEW OF CERTAIN APPLICATIONS.**—In a case in which an eligible entity that is a consortium of eligible providers seeks authorization to implement an innovative performance accountability system under this subsection—

“(i) the consortium shall submit the application described in subparagraph (A) to the eligible agency of the State or outlying area in which the consortium intends to implement the system;

“(ii) the eligible agency shall review the application; and

“(iii) if the eligible agency approves the application, the agency shall forward the application to the Secretary together with any comments of the agency regarding the content of the application.

“(4) **PROGRESS REPORT.**—

“(A) **IN GENERAL.**—Not later than 180 days before the end of the initial demonstration period applicable to an eligible entity under paragraph (2)(A), and before the Secretary authorizes any extension of the demonstration period under paragraph (2)(B) for such entity, the eligible entity shall submit to the Secretary a report on the initial progress (in this paragraph referred to as the ‘progress report’) of the innovative accountability system implemented by the eligible entity under this section.

“(B) **ELEMENTS.**—The progress report under subparagraph (A) shall be based on the annual

information submitted by participating local providers and shall include an assessment of the following:

“(i) The burden placed on the local programs to implement and carry out the innovative accountability system.

“(ii) Whether and to what extent—

“(I) the eligible entity has solicited feedback from local program directors and instructors about their satisfaction with the innovative accountability system;

“(II) local program instructors and directors have demonstrated a commitment and capacity to implement or continue to implement the system;

“(III) the system was used to measure the performance indicators for all students participating in the system; and

“(IV) the innovative accountability system can be used across States.

“(C) **PEER REVIEW.**—

“(i) **IN GENERAL.**—The eligible entity shall conduct a peer review of the innovative performance accountability system implemented by the eligible entity under this section.

“(ii) **PEER REVIEW TEAM.**—For purposes of conducting the peer review under clause (i), the eligible entity shall assemble a team of subject matter experts who—

“(I) are knowledgeable about innovative accountability systems; and

“(II) have demonstrated experience developing and implementing such systems.

“(iii) **METHODOLOGY.**—The methodology of the peer review shall meet requirements to be jointly established by the Secretary of Labor and Secretary of Education.

“(iv) **ELEMENTS.**—The peer review shall determine the extent to which the innovative accountability system includes primary indicators that reflect the objectives and activities of the State’s adult education and family literacy programs.

“(D) **COMMENTS.**—The eligible entity shall provide a response to the findings of the progress report.

“(E) **PUBLIC AVAILABILITY.**—The progress report under this paragraph, including any comments provided under subparagraph (D), shall be made available on a publicly accessible website of the eligible entity.

“(5) **FINAL REPORT.**—Not later than one year after the conclusion of the demonstration period applicable to an eligible entity under paragraph (2), the entity shall submit to the Secretary a report on the results of the innovative performance accountability system implemented by the entity under this subsection. Each such report shall include the entity’s assessment of whether, and to what extent, the innovative performance accountability system achieved its objectives.

“(6) **CONTINUED REPORTING.**—An eligible entity shall continue to report to the State, or the Secretary, as applicable, on the indicators of performance described in section 116(b)(2)(A)(i) during the demonstration period.

“(7) **DEVELOPMENT AND DISSEMINATION OF BEST PRACTICES.**—The Secretary shall—

“(A) based on the results of the demonstration programs authorized under this subsection and in consultation with the Director of the Institute of Education Sciences and the Secretary of Labor, identify best practices for the development and implementation of innovative performance accountability systems; and

“(B) disseminate information on those practices, including by making such information available on a publicly accessible website of the Department of Education.

“(8) **RELATIONSHIP TO OTHER REQUIREMENTS.**—Nothing in this subsection shall be construed to supersede the requirements of section 116 or to authorize the Secretary to modify or replace the performance accountability measures required under section 116. An eligible entity participating in a demonstration program under this subsection shall be subject to the applicable requirements of section 116 while participating in such program.

“(9) ELIGIBLE ENTITY DEFINED.—In this subsection, the term ‘eligible entity’ means—

- “(A) an eligible agency;
- “(B) a consortium of eligible agencies; or
- “(C) a consortium of eligible providers within a State or outlying area.”.

SEC. 306. STATE DISTRIBUTION OF FUNDS; MATCHING REQUIREMENT.

Section 222(b) (29 U.S.C. 3302(b)) is amended by adding at the end the following:

“(3) PUBLIC AVAILABILITY OF INFORMATION ON MATCHING FUNDS.—Each eligible agency shall maintain, on a publicly accessible website of such agency and in an easily accessible format, information documenting the non-Federal contributions made available to adult education and family literacy programs pursuant to this subsection, including—

- “(A) the sources of such contributions; and
- “(B) in the case of funds made available by a State or outlying area, an explanation of how such funds are distributed to eligible providers.”.

SEC. 307. STATE LEADERSHIP ACTIVITIES.

Section 223(a) (29 U.S.C. 3303(a)) is amended—

(1) in paragraph (1)(C)—

(A) by amending clause (ii) to read as follows: “(ii) the role of eligible providers as a one-stop partner to provide access to employment, education (including apprenticeship and pre-apprenticeship programs), and training services;”;

(B) in clause (iii), by striking the period at the end and inserting “; and”; and

(C) by adding at the end the following:

“(iv) assistance for students to be able to locate and apply for apprenticeship and pre-apprenticeship programs.”; and

(2) in paragraph (2)—

(A) in subparagraph (J), by striking the period at the end and inserting “, such as the development and maintenance of policies for the credentialing of adult educators who demonstrate effectiveness.”;

(B) in subparagraph (K), by striking ‘English language learners’ and inserting ‘English learners’;

(C) by redesignating subparagraph (M) as subparagraph (N); and

(D) by inserting after subparagraph (L) the following:

“(M) Strengthening the quality of adult education and family literacy programs in the State through support for improved credentials, program quality standards, and certification and accreditation requirements.”.

SEC. 308. GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDERS.

(a) ENGLISH LEARNER.—Section 231(e)(1)(B)(ii) (29 U.S.C. 3321(e)(1)(B)(ii)) is amended by striking ‘language’.

(b) BEST PRACTICES.—Section 231(e)(6) (29 U.S.C. 3321(e)(6)) is amended by striking “including scientifically valid research and effective educational practice” and inserting “including the application of the principles of universal design for learning, scientifically valid research, and effective educational practice”.

SEC. 309. LOCAL ADMINISTRATIVE COST LIMITS.

Section 233(a) (29 U.S.C. 3323(a)) is amended—

(1) in paragraph (1), by striking “95 percent”

and inserting “85 percent”; and

(2) by amending paragraph (2) to read as follows:

“(2) of the remaining amount—

“(A) not more than 10 percent may be used for professional development for adult educators; and

“(B) not more than 5 percent may be used for planning, administration (including carrying out the requirements of section 116), and the activities described in paragraphs (3) and (5) of section 232.”.

SEC. 310. NATIONAL LEADERSHIP ACTIVITIES.

Section 242 (29 U.S.C. 3332) is amended—

(1) by amending paragraph (1) of subsection (b) to read as follows:

“(1) assistance to help States meet the requirements of section 116, including assistance to ensure that—

“(A) the outcomes and other data required pursuant to that section are collected and reported in a timely and accessible manner; and

“(B) such data are reported consistently across States and eligible providers and are reviewed for quality and consistency by the Department of Education;”;

(2) in subsection (c)—

(A) in paragraph (1)—

(i) in subparagraph (B), by striking ‘English language learners’ and inserting ‘English learners’;

(ii) by striking “and” at the end of subparagraph (C);

(iii) in subparagraph (D), by striking the period at the end and inserting “; and”; and

(iv) by adding at the end the following: “(E) assistance in the dissemination or provision of information for apprenticeship and pre-apprenticeship programs.”; and

(B) in paragraph (2)—

(i) in subparagraph (C)(vii)(I), by striking ‘language’;

(ii) in subparagraph (F), by striking “and” at the end;

(iii) by redesignating subparagraph (G) as subparagraph (L); and

(iv) by inserting after subparagraph (F) the following:

“(G) developing and rigorously evaluating model programs for the preparation of effective adult educators;

“(H) carrying out initiatives to support the professionalization of adult education through—

“(i) the creation and implementation of full-time staffing models; and

“(ii) improved credentials, program quality standards, and certification and accreditation requirements that States may adopt on a voluntary basis;

“(I) carrying out initiatives to support the professionalization of adult education through the creation and implementation of full-time staffing models;

“(J) providing professional development and technical assistance to adult educators;

“(K) incorporating the principles of universal design for learning for any activity carried out under subsection (b); and”.

SEC. 311. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.

Section 243 (29 U.S.C. 3333) is amended—

(1) by amending subsection (a) to read as follows:

“(a) IN GENERAL.—From funds made available under section 211(a)(2) for each fiscal year, the Secretary shall award grants to States, from allotments under subsection (b), for integrated English literacy and civics education, and workforce preparation activities, workplace adult education and family literacy activities, apprenticeship and pre-apprenticeship programs, integrated education and training activities, work-based learning or other workforce development services.”;

(2) in subsection (c)—

(A) in paragraph (1)—

(i) by striking ‘English language learners’ and inserting ‘English learners’; and

(ii) by striking “, and place such adults in;”;

and

(B) in paragraph (2), by inserting before the period the following: “, including the identification of in-demand industries and the placement of adult learners in unsubsidized employment within these industries”; and

(3) by adding at the end the following:

“(e) STATE DEFINED.—In this section, the term ‘State’ has the meaning given the term in section 3, except that such term also includes each of the outlying areas (as defined in section 3).”.

SEC. 312. TECHNICAL CORRECTIONS TO OTHER LAWS.

Section 9215(c) of the Every Student Succeeds Act (Public Law 114–95) is amended—

(1) in the subsection heading, by striking “ADULT EDUCATION AND LITERACY ACT” and in-

serting “ADULT EDUCATION AND FAMILY LITERACY ACT”; and

(2) by striking “the Adult Education and Literacy Act” and inserting “the Adult Education and Family Literacy Act”.

TITLE IV—GENERAL PROVISIONS

SEC. 401. PROHIBITION OF NATIONAL DATABASE MANAGEMENT.

Section 501(b) (29 U.S.C. 3341) is amended to read as follows:

“(b) PROHIBITION OF NATIONAL DATABASE MANAGEMENT.—Nothing in this Act (or the amendments to other laws made by the Workforce Innovation and Opportunity Act of 2022) shall be construed to permit the development, management, analysis, or maintenance by a private entity (whether for-profit or non-profit) of a national database of personally identifiable information of individuals receiving services under title I, or the amendments to other laws made by the Workforce Innovation and Opportunity Act of 2022.”.

SEC. 402. ACCESSIBILITY.

Subtitle A of title V (29 U.S.C. 3341 et seq.) is further amended by adding at the end the following:

“SEC. 507. ACCESSIBILITY.

“Any uses of digital technology for the purpose of delivery of service under this Act shall ensure that the website or electronic communication conform to Level AA of the Web Content Accessibility Guidelines 2.0 of the Web Accessibility Initiative (or any successor guidelines).”.

TITLE V—AMENDMENTS TO THE WAGNER-PEYSEY ACT

SEC. 501. INCLUSION OF COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS AND AMERICAN SAMOA.

The Wagner-Peyser Act (29 U.S.C. 49 et seq.) is amended—

(1) in section 2(5) (29 U.S.C. 49a(5))—

(A) by striking “the Commonwealth of Puerto Rico” and inserting “Puerto Rico”; and

(B) by inserting “the Commonwealth of the Northern Mariana Islands, American Samoa,” after “Guam,”;

(2) in section 5(b)(1) (29 U.S.C. 49d(b)(1)), by inserting “the Commonwealth of the Northern Mariana Islands, and American Samoa,” after “Guam,”;

(3) in section 6(a) (29 U.S.C. 49e(a))—

(A) by inserting “, the Commonwealth of the Northern Mariana Islands, and American Samoa” after “except for Guam”;

(B) by striking “allot to Guam” and inserting the following: “allot to—

“(1) Guam”;

(C) by striking the period at the end and inserting “; and”; and

(D) by adding at the end the following:

“(2) the Commonwealth of the Northern Mariana Islands and American Samoa an amount which, in relation to the total amount available for the fiscal year, is equal to the allotment percentage that Guam received of amounts available under this Act in fiscal year 1983.”; and

(4) in section 6(b)(1) (29 U.S.C. 49e(b)(1)), in the matter following subparagraph (B), by inserting “, the Commonwealth of the Northern Mariana Islands, American Samoa,” after “does not include Guam”.

SEC. 502. MERIT SYSTEM EMPLOYEES.

Section 13 of the Wagner-Peyser Act (29 U.S.C. 491) is amended by adding at the end of the following:

“(c) The employment services authorized under this Act shall be performed by public employees under a merit system.”.

SEC. 503. WORKFORCE AND LABOR MARKET INFORMATION SYSTEM.

(a) PROCEDURES.—Section 15(b)(2)(F)(i) of the Wagner-Peyser Act (29 U.S.C. 491–2(b)(2)(F)(i)) is amended by inserting before the semicolon at the end the following: “, open, linked, and interoperable”.

(b) **AUTHORIZATION OF APPROPRIATIONS.**—Section 15(g) of the Wagner-Peyser Act (29 U.S.C. 491–2(g)) is amended to read as follows:

“(g) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section \$74,400,000 for fiscal year 2023, \$78,100,000 for fiscal year 2024, \$82,000,000 for fiscal year 2025, \$86,100,000 for fiscal year 2026, \$90,400,000 for fiscal year 2027, and \$94,900,000 for fiscal year 2028.”.

TITLE VI—AMENDMENTS TO THE REHABILITATION ACT OF 1973

SEC. 601. AUTHORIZATION OF APPROPRIATIONS.

(a) **STATE PLANS.**—Paragraph (1) of section 100(b) of the Rehabilitation Act of 1973 (29 U.S.C. 720(b)) is amended to read as follows:

“(1) **IN GENERAL.**—For the purpose of making grants to States under part B to assist States in meeting the costs of vocational rehabilitation services provided in accordance with State plans under section 101, there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 2023 through 2028, except that—

“(A) for fiscal year 2023 the amount to be appropriated shall be not less than \$4,052,400,000; and

“(B) for fiscal year 2024 and each of the succeeding fiscal years, the amount to be appropriated for such a fiscal year shall not be less than the amount of the appropriation under this paragraph for the immediately preceding fiscal year, increased by the percentage change in the Consumer Price Index determined under subsection (c) for the immediately preceding fiscal year.”.

(b) **CLIENT ASSISTANCE PROGRAM.**—Section 112(h) of the Rehabilitation Act of 1973 (29 U.S.C. 732(h)) is amended to read as follows:

“(h) There are authorized to be appropriated to carry out the provisions of this section—

“(1) \$15,507,800 for fiscal year 2023;

“(2) \$16,283,190 for fiscal year 2024;

“(3) \$17,097,350 for fiscal year 2025;

“(4) \$17,952,217 for fiscal year 2026;

“(5) \$18,849,828 for fiscal year 2027; and

“(6) \$19,792,319 for fiscal year 2028.”.

(c) **RESEARCH AND TRAINING.**—Section 201 of the Rehabilitation Act of 1973 (29 U.S.C. 761) is amended to read as follows:

“SEC. 201. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title \$134,357,300 for fiscal year 2023, \$141,075,165 for fiscal year 2024, \$148,128,923 for fiscal year 2025, \$155,535,369 for fiscal year 2026, \$163,312,138 for fiscal year 2027, and \$171,477,745 for fiscal year 2028.”.

(d) **TRAINING.**—Section 302(i) of the Rehabilitation Act of 1973 (29 U.S.C. 772(i)) is amended to read as follows:

“(i) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section \$43,494,001 for fiscal year 2023, \$45,668,701 for fiscal year 2024, \$47,952,136 for fiscal year 2025, \$50,349,743 for fiscal year 2026, \$52,867,230 for fiscal year 2027, and \$55,510,592 for fiscal year 2028.”.

(e) **DEMONSTRATION AND TRAINING PROGRAMS.**—Section 303(e) of the Rehabilitation Act of 1973 (29 U.S.C. 773(e)) is amended to read as follows:

“(e) **AUTHORIZATION OF APPROPRIATIONS.**—For the purpose of carrying out this section there are authorized to be appropriated \$7,489,900 for fiscal year 2023, \$7,864,395 for fiscal year 2024, \$8,257,615 for fiscal year 2025, \$8,670,495 for fiscal year 2026, \$9,104,020 for fiscal year 2027, and \$9,559,221 for fiscal year 2028.”.

(f) **NATIONAL COUNCIL ON DISABILITY.**—Section 405 of the Rehabilitation Act of 1973 (29 U.S.C. 785) is amended to read as follows:

“SEC. 405. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title \$4,117,300 for fiscal year 2023, \$4,323,165 for fiscal year 2024, \$4,539,323 for fiscal year 2025, \$4,766,289 for fiscal year 2026,

\$5,004,604 for fiscal year 2027, and \$5,254,834 for fiscal year 2028.”.

(g) **ARCHITECTURAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD.**—Section 502(j) of the Rehabilitation Act of 1973 (29 U.S.C. 792(j)) is amended to read as follows:

“(j) There are authorized to be appropriated for the purpose of carrying out the duties and functions of the Access Board under this section \$10,835,000 for fiscal year 2023, \$11,376,750 for fiscal year 2024, \$11,945,588 for fiscal year 2025, \$12,542,867 for fiscal year 2026, \$13,170,010 for fiscal year 2027, and \$13,828,511 for fiscal year 2028.”.

(h) **PROTECTION AND ADVOCACY OF INDIVIDUAL RIGHTS.**—Section 509(l) of the Rehabilitation Act of 1973 (29 U.S.C. 794e(l)) is amended to read as follows:

“(l) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section \$22,808,500 for fiscal year 2023, \$23,948,925 for fiscal year 2024, \$25,146,371 for fiscal year 2025, \$26,403,690 for fiscal year 2026, \$27,723,874 for fiscal year 2027, and \$29,110,068 for fiscal year 2028.”.

(i) **EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES.**—Section 610 of the Rehabilitation Act of 1973 (29 U.S.C. 795o) is amended to read as follows:

“SEC. 610. AUTHORIZATION OF APPROPRIATIONS.

“There is authorized to be appropriated to carry out this title \$35,599,300 for fiscal year 2023, \$37,379,265 for fiscal year 2024, \$39,248,228 for fiscal year 2025, \$41,210,640 for fiscal year 2026, \$43,271,172 for fiscal year 2027, and \$45,434,730 for fiscal year 2028.”.

(j) **INDEPENDENT LIVING SERVICES.**—Section 714 of the Rehabilitation Act of 1973 (29 U.S.C. 796e–3) is amended to read as follows:

“SEC. 714. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$29,564,700 for fiscal year 2023, \$31,042,935 for fiscal year 2024, \$32,595,082 for fiscal year 2025, \$34,224,836 for fiscal year 2026, \$35,936,078 for fiscal year 2027, and \$37,732,882 for fiscal year 2028.”.

(k) **CENTERS FOR INDEPENDENT LIVING.**—Section 727 of the Rehabilitation Act of 1973 (29 U.S.C. 796f–6) is amended to read as follows:

“SEC. 727. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$101,191,200 for fiscal year 2023, \$106,250,760 for fiscal year 2024, \$111,563,298 for fiscal year 2025, \$117,141,463 for fiscal year 2026, \$122,998,536 for fiscal year 2027, and \$129,148,463 for fiscal year 2028.”.

(l) **INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND.**—Section 753 of the Rehabilitation Act of 1973 (29 U.S.C. 796i) is amended to read as follows:

“SEC. 753. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this chapter \$43,055,100 for fiscal year 2023, \$45,207,855 for fiscal year 2024, \$47,468,248 for fiscal year 2025, \$49,841,660 for fiscal year 2026, \$52,333,743 for fiscal year 2027, and \$54,950,430 for fiscal year 2028.”.

THE SPEAKER pro tempore. The bill, as amended, shall be debatable for 1 hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and Labor or their respective designees.

The gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOX) each will control 30 minutes.

The Chair recognizes the gentleman from Virginia (Mr. SCOTT).

GENERAL LEAVE

Mr. SCOTT of Virginia. Madam Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their re-

marks and insert extraneous material on H.R. 7309, the Workforce Innovation and Opportunity Act of 2022.

THE SPEAKER pro tempore. Is there objection to the request of the gentleman from Virginia?

There was no objection.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, the Workforce Innovation and Opportunity Act, or WIOA, is the backbone of our Nation's workforce development system. Each year, WIOA programs help working people across the country get the skills they need to find better-paying careers and help employers access a dedicated and skilled workforce.

Unfortunately, our investment in workforce development has fallen significantly over time. While the U.S. labor force has grown approximately 50 percent over the last four decades, Federal investment in workforce development has fallen by two-thirds when adjusted for inflation. Federal investment in workforce development has fallen by two-thirds.

This underinvestment hurts workers, it hurts businesses, and it hurts our economy's competitive edge. Other developed countries spend between one-half of 1 percent to 1 full percent of their gross domestic product on workforce development. We spend only one-tenth of 1 percent.

The Workforce Innovation and Opportunity Act of 2022 addresses this chronic underinvestment so that we can finally meet the needs of workers and businesses, fill job openings with qualified workers, reduce supply chain shortages, and lower costs for families.

By investing approximately \$80 billion over the next 6 years, this legislation would more than double the number of people receiving training services in fiscal year 2023 and allow us to train 1 million workers per year by 2028.

The legislation modernizes WIOA to help expand work opportunities for disconnected youth. It makes critical reforms to improve Job Corps, and it expands sector-based training so that we can train for entire sectors such as electric cars, trucking, and nurses. It strengthens community colleges' capacity to help workers succeed in in-demand industries. It helps justice-involved individuals re-enter the labor force and obtain sustainable career paths.

Madam Speaker, if we want to keep our global competitive edge, if we want to lower costs, and if we want to accelerate our economic recovery, then we must pass the Workforce Innovation and Opportunity Act of 2022.

This legislation is the product of a largely bipartisan, year-long effort, including a bipartisan roundtable and three bipartisan hearings in our committee. While many of my counterparts across the aisle have voiced opposition to the size of the investments in the bill, I remain hopeful that all of my

colleagues will join me in voting to stand with America's workers.

Madam Speaker, I thank the chair of the Higher Education and Workforce Investment Subcommittee, Ms. WILSON, for her work on this critical priority, and I urge support of the legislation.

Madam Speaker, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, Republicans are committed to preparing America's workforce for the 21st century. This reauthorization of the Workforce Innovation and Opportunity Act, WIOA, will not help our country live up to its potential. In fact, this reauthorization moves our workplace development system in the wrong direction.

Our labor market is not facing a lack of job openings or a lack of workers. Currently there are 11.3 million open jobs, but unfortunately there are too few Americans with the skills needed to fill them effectively. That is why we need a robust workforce development system that will prepare workers for in-demand skills.

During the Education and Labor Committee markup of H.R. 7309, Republicans offered an amendment that would empower employers to respond to local economic needs; streamline the workforce development system by increasing local collaboration and putting program qualification decisions at the State and local level; strengthen outcomes and accountability by adding evidence-based practices, maintaining common performance-based metrics, funding programs with a track record of success, and improving transparency measures; and reduce bureaucracy by requiring the Department of Labor to address regulatory bottlenecks.

□ 1430

Democrats blocked all those commonsense proposals.

Republicans also pushed to allocate more funds for upskilling workers and support robust postsecondary education programs that focus on in-demand skills. Instead of embracing innovative models, Democrats rely on an 85-year-old Federal apprenticeship model from the Great Depression. This model has not been working and throwing more money at it won't change that.

Our Nation's job creators are in a far better position to help run workforce development programs, but this bill puts Washington in the driver's seat. Instead of putting workers first, this legislation makes bureaucrats and labor unions the priority.

For example, provisions in this bill increase the size of State and local governing boards and dilute employer input to increase the power of labor unions. Too often, labor unions have the interests of their union bosses in mind instead of the interests of workers. Giving big labor an outsized role on these boards will render these pro-

grams less responsive to industry needs.

H.R. 7309 also promotes progressive gender ideology and critical race theory by requiring States to develop and publish State equity reports regarding performance outcomes on race, ethnicity, sexual orientation, and gender identity. Leave it to the left to destroy equality in pursuit of equity, a word one author aptly described as "dispensing unequal treatment in order to achieve equal outcomes." Taking the focus of our job programs off upskilling workers and putting it onto a woke agenda will do a disservice to all our jobseekers.

This legislation also increases cumbersome administrative hurdles for employers. If we want employers to participate in these programs, we need a system that has fewer barriers and is easier to navigate. This process should be streamlined instead of making it more complex.

Instead of making this program more efficient, provisions in this reauthorization will end up costing taxpayers more. H.R. 7309 will require Job Corps contractors to comply with onerous local prevailing wage requirements. This will significantly increase the cost of all Job Corps projects without improving the program's effectiveness.

On top of that, the bill weakens expectations for Job Corps' success. Job Corps is a program that has been fraught with negative issues for decades. This is a program in which 30 different government reports and audits have raised concerns over its safety and security. People have literally been killed in this program, and the left wants to make it less accountable. Other provisions in the bill water down performance metrics, reducing the ability of Congress to measure the success of workforce development programs.

More accountability and measurable outcomes are clearly necessary. According to a 2018 investigation by the Tampa Bay Times, some local workforce boards had significantly misrepresented their outcomes and took credit for finding thousands of jobs for people who never even participated in the program.

Other data demonstrate that these programs are not always effective, even when being operated honestly. Less than one-quarter of young enrollees and barely one-third of adults exited programs with occupations related to the workforce development program in which they were enrolled. Clearly, something isn't working. Let me repeat: Fewer than 25 percent of young enrollees and only 30 percent of adults came out of the programs into jobs related to the workforce development program in which they were enrolled.

If we hope to enhance our Nation's economic competitiveness and upskill workers for in-demand jobs, we must create a workforce development system that actually works. This bill utterly fails to do that. The American people deserve so much better.

Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 3 minutes to the gentlewoman from Oregon (Ms. BONAMICI), the chair of the Subcommittee on Civil Rights and Human Services.

Ms. BONAMICI. Madam Speaker, I thank Chairman SCOTT for yielding and for his leadership.

Madam Speaker, I rise in strong support of the Workforce Innovation and Opportunity Act of 2022. This important legislation improves the existing statute in several critical ways.

First, this legislation formally authorizes sector partnerships. I have witnessed the significant benefit of sector partnerships. One persuasive example in northwest Oregon is the Oregon Manufacturing Innovation Center, OMIC, which develops and applies advanced metals manufacturing technologies in their R&D center, while educating an advanced manufacturing workforce in their training center run by Portland Community College. OMIC is an outstanding example of how sector partnerships between industry, higher education, and government can create new R&D outcomes, prepare workers, and fuel local economies.

Second, this legislation will improve access to supportive services like access to tools, work attire, transportation, childcare, and mentorship, which are crucial to helping workers stay in their training and in the workplace and to thrive.

Third, this legislation will define and formally authorize funding for pre-apprenticeship programs. In Oregon, we have tremendous programs, successful programs, like Oregon Tradeswomen, that prepare women for careers and trades through pre-apprenticeships. Despite the success of this program and others, funding has been extremely low. This legislation will help expand these life-changing programs and set participants up for success in apprenticeships and beyond. These are life-changing.

Importantly, this legislation will make Job Corps more inclusive by requiring Job Corps center operators to implement a tiered disciplinary system instead of adhering to a zero-tolerance drug policy. It would expand the definition of "individuals with barriers to employment" to include historically disadvantaged communities. These changes will modernize Job Corps in important ways, and it will better meet the needs of all communities.

I urge my colleagues to support this Workforce Innovation Opportunity Act reauthorization to help close the skills gap and to address the needs of working Americans, and I thank Chairman SCOTT for his leadership in bringing this important bill to the floor.

Ms. FOXX. Madam Speaker, I yield 4 minutes to the gentleman from Wisconsin (Mr. GROTHMAN).

Mr. GROTHMAN. Madam Speaker, I will make some comments on the reauthorization bill. This is one of these big

bills that is 268 pages. I don't have time to go through all of the problems with the bill, but I am just going to touch on some highlights, or low lights.

In this area of high inflation, with a bill like this, the first thing I look at is the cost. The cost of this bill—right now, we are spending about \$9.9 billion on this topic. Over the next 6 years, they expect it to increase to \$16.2 billion. You are looking at a 63 percent increase in spending on this area at a time where we really don't have any money to increase anything. So I want the American public to understand there is a big spending increase here.

Secondly, I will talk about a very important population to me, though a population that is not talked about enough, and that is the fact that we are continuing to allow a provision in law which I think is damaging to people born with different abilities. Right now, they are not able to work at work centers, which is one of these places that sometimes pays under minimum wage, until they are at least 24 years old. We would never tell anybody of other abilities that you are not allowed to work until you are age 24. But by making it—I won't say impossible, but very difficult to work at a work center until age 24, I think you stunt the people's growth.

I was really hoping we would use this opportunity to allow people with different abilities to begin to work at 18 or 19 years old. Anybody who tours these work centers cannot help but be touched by how proud these folks are to work there. I wish they could work there at age 18 instead of 24.

The next thing I will point out is a clear feature of this bill is to dramatically expand Job Corps; in other words, government jobs that are a stepping-stone, I guess, if you can't find another job. There has never been a time, I think, in American history in which they are looking for more people to work. So as I go around my district, be it the service industry, agriculture, light manufacturing, they are begging for employees. What is Congress going to do? They are going to go in there and say, no, we are not going to let you work at the local restaurant; we are going to have you work for Job Corps. I think that is a mistake.

The fourth thing I will point out is this obsession with racial biases and gender identity. There is a bill right now that the majority party has that is called the LGBT Data Inclusion Act, in which they expect everybody, I guess, to tell their employer what their sexual preferences are. I have been doing this job in politics for a long time. I have never had a discussion about sexual preferences with any of my employees. I would feel embarrassed to ask them. But this bill clearly implies a world in which when you apply for a job, let's talk about our sexual identity.

The fifth thing I point out is we have a big problem in this country at our southern border. In this bill, in com-

mittee, we tried to have E-Verify to apply to all of these jobs; in other words, to make sure that if we are going to have such a program, at least it is American citizens who take advantage of the program. That amendment was shot down in committee.

What does that tell me? It tells me that one more time, along with free medical care, along with Pell grants, the majority party wants to help out people who are coming here who shouldn't be here. E-Verify really should have been part of the bill. I don't think the American public wants another government program designed, at least in part, to benefit people who are here illegally.

Those are some of the greatest hits of the bill.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentleman from Indiana (Mr. MRVAN), a distinguished member of the Committee on Education and Labor.

Mr. MRVAN. Madam Speaker, I rise today in strong support of the Workforce Innovation and Opportunity Act of 2022.

I have long believed that there is a role for public servants to create the conditions that help our fellow citizens obtain a good-paying job. With a good-paying job, most folks have the time and the resources to take care of themselves, their families, and address the difficulties that sometimes arise in life.

I appreciate that this legislation promotes the value of our workforce and focuses on the improvements to apprenticeship programs, digital literacy programs, and summer job programs for our youth.

In my experience for 15 years as someone who helped upskill people, I worked very closely with workforce development in order to find jobs for people who are sitting across the table from me trying to make ends meet. This investment gives them hope and promise. It also absolutely addresses what all employers and all small businesses are looking for: a ready, skilled workforce in order to be able to get into the market quickly.

When it comes to labor unions, I emphasize the investment in our labor unions. What they provide for my community, in Indiana's First District, is livable wages, healthcare benefits that are affordable, safer workplaces, and secure retirement.

When it comes to the prevailing wage, that prevailing wage sets a wage that allows for all programs and all development in my district. That is something that is sacred that allows us to be competitive, to have a safe workplace, and allows us to provide for families.

Northwest Indiana is home to such a diverse and talented workforce, and I urge all of my colleagues to support this legislation so that communities and organizations throughout our Nation have the resources to ensure that everyone has the opportunity and tools to thrive in our economy.

Ms. FOXX. Madam Speaker, I yield 2 minutes to the gentleman from Arkansas (Mr. HILL).

Mr. HILL. Madam Speaker, I thank Ranking Member Foxx for her work and leadership on these important issues and for visiting my home State of Arkansas many times in support of a better workforce.

Madam Speaker, I rise today in opposition to H.R. 7309 due to its lack of innovation and lack of opportunity that I think is embedded in this legislation.

It is a shame we are on the floor, yet again, debating a bill that the Democratic majority crafted to please unions and bolster them at the expense of American workers, small businesses, and nonunion entities.

□ 1445

Most employers want to provide work-based upskilling, but they are already hesitant to apply for Federal funds. This bill will make that process even more complex and burdensome.

In my home State of Arkansas, we are a right-to-work State. This bill is harmful to my home State.

There are many bad policies embedded in the bill that will harm the American workforce. This bill will expand Federal control over workforce standards, limiting the rights of job-seekers. It will do this while mandating that union representation on State and local workforce development boards be expanded by 10 percent. Most importantly, this bill will fail to expand opportunity access for jobseekers.

It is clear that this bill was written to favor unions, not the full and diverse American workforce. This bill is deeply flawed and another example of the Democratic majority being out of touch with working Americans.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentleman from New York (Mr. ESPAILLAT), a distinguished member of the Committee on Education and Labor.

Mr. ESPAILLAT. Madam Speaker, after more than 2 years of instability during the pandemic, Congress must ensure that all Americans—all Americans—have resources to access the job market, especially those who are typically left behind.

Each year, 600,000 individuals are released from incarceration, and nearly half of them have repeat contact with the criminal justice system within a year. There is a critical need to invest in reentry programs. The Workforce Innovation and Opportunity Act of 2022 does just that by guaranteeing the Department of Labor's Reentry Employment Opportunities program is authorized at \$500 billion by 2028.

This investment will not only expand reentry employment assistance for adults, but also prevent in-school youth from dropping out of school, increase the employment rate of out-of-school youth, and reduce the involvement of youth in crime and violence.

Programs carried out through the reentry employment grant program recognize that youth can and will lead

healthy and constructive lives. These resources can mean the difference between a revolving door of prison time or a life full of economic opportunities.

For those reasons, Madam Speaker, and all the other significant provisions in this bill, such as building community college capacity and strengthening industry and sector partnership, I urge all of my colleagues to support the Workforce Innovation and Opportunity Act of 2022.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, in FY 2021, taxpayers spent about \$1.8 billion on adult, dislocated worker, and youth activities under title I of WIOA. According to the Department of Labor, only \$537 million, or less than 30 percent of that money, went toward “training services.”

Most people assume that our Nation’s workforce development system is primarily focused on providing workers the skills they need to be successful in the modern economy. Unfortunately, that is not accurate.

Not surprisingly, with so little focus on actual skills development, the outcomes for these programs are poor. Among youth participants, less than one-quarter exited the program with employment in an occupation related to the services they received from the system. Among adults and dislocated workers, a little more than one-third exited with employment related to their program.

Republicans would like to address these shortcomings and believe this reauthorization presents an opportunity to do that. The Republican proposal we offered during committee, and to the Rules Committee, increases the percentage of funding going toward skills development. We proposed reforms to bring more employers to the table and engage more employers in the workforce system.

Unfortunately, the Democrats’ bill rejects those proposals and, instead, would actually make these problems worse. As a result of provisions in H.R. 7309, an even smaller portion of WIOA funding will be directed toward skills development.

The bill will also dilute employers’ involvement in State and local governance of the workforce system, which is the opposite of what we should be doing.

Madam Speaker, this bill is a missed opportunity. I urge my colleagues to oppose the base bill so we can get back to work and truly reform this program to get more workers the skills they need to fill the economy’s open jobs.

Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentleman from Connecticut (Mr. COURTNEY), a distinguished member of the Committee on Education and Labor.

Mr. COURTNEY. Madam Speaker, I rise today in strong support of the Workforce Innovation and Opportunity

Act, which will modernize America’s job training program at precisely the time that we need it the most.

Today in America, for every one unemployed person, there are two job openings. Again, I don’t care what sector you are talking about, whether it is manufacturing, whether it is healthcare, whether it is information technology, whether you are from a red State or a blue State, the hue and cry from employers who are desperate to find workers is one of the most powerful challenges that we face in this economy. It is a good challenge. It is about connecting people to opportunities and to jobs or careers, which this bill is precisely designed to do.

Again, if you want to talk about the problems that we are having with inflation and gas prices, well, listen to the oil and gas industry. They are 100,000 workers short today, so they cannot increase supply because they don’t have the workforce to do the drilling that is necessary.

In my district, where I have Electric Boat’s shipyard, which has used the Workforce Innovation and Opportunity Act in the past, there are 725 job openings this morning in the metal trades, in design and engineering work. The existing Workforce Innovation and Opportunity Act, which, again, uses the collaboration of employers and unions to design a curriculum that matches the work that happens in that shipyard, in the metal trades and other areas, has been extremely successful. They graduated their 2,000th graduate, who immediately was employed and is working in that shipyard. Again, that is going to be a career for that individual to support themselves and their family.

The challenge we have before us is we need to size up that preapprenticeship critical link that this program addresses by passing this legislation.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. SCOTT of Virginia. Madam Speaker, I yield an additional 1 minute to the gentleman from Connecticut.

Mr. COURTNEY. If you read the bill, it doubles the number of slots that workforce boards like mine in eastern Connecticut, and the 500 workforce boards that exist around the country will again then be able to address that critical need that exists right now today. It does it in a way that has been on the books since the Clinton administration passed the Workforce Investment Act back in the 1990s.

Again, my colleagues on the other side of the aisle were part of the bill signing with President Obama in 2014 when we authorized it the last time. This bill is very much aligned with the structure, but it enlarges it, and it reaches out to underserved populations and other individuals who can take advantage of and succeed with the tools that this bill will provide.

Again, now is the time. We need to vote on this measure today. We need to get it through the Senate, and our

economy will benefit. Our Nation will benefit. Vote in favor of the Workforce Innovation and Opportunity Act.

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, could you advise as to how much time is remaining on both sides?

The SPEAKER pro tempore. The gentleman from Virginia has 18 minutes remaining. The gentlewoman from North Carolina has 15¾ minutes remaining.

Mr. SCOTT of Virginia. Madam Speaker, I yield 3 minutes to the gentleman from Michigan (Mr. LEVIN), a distinguished member of the Committee on Education and Labor.

Mr. LEVIN of Michigan. Madam Speaker, I rise in strong support of the Workforce Innovation and Opportunity Act of 2022.

As Michigan’s former chief workforce officer, I know firsthand how vital job training is to help communities transform economic challenges into opportunities for all.

About 15 years ago, during the crisis in the auto industry, and then during the Great Recession, we created what, at the time, was the largest job training program of any State, called No Worker Left Behind. We put 162,000 un- and underemployed Michiganders back to school to study for in-demand jobs, certificates, degrees, whatever their local workforce board said was needed.

Lord knows, as Mr. COURTNEY said, at this moment, when employers are crying out for trained workers to fill positions, we need to pass this bill.

Let me touch on four highlights of the legislation.

First, it corrects years of underfunding by authorizing \$74 billion over the next 6 years.

Second, it gives greater voice to workers by increasing representation of labor organizations on State and local workforce boards.

Third, it makes permanent and allocates \$2.25 billion over 6 years for the Labor Department’s Reentry Employment Opportunities program so that returning citizens can both obtain and sustain employment. We are seeing employers go into prisons in innovative ways and help people have opportunities for hope in their life, which is the surest way to cut recidivism.

Fourth, it authorizes public libraries to serve as affiliated one-stop sites, a priority I pushed to include in the legislation. Madam Speaker, I am always about those public libraries.

Effective workforce training is a crucial tool to spur job creation, fight long-term unemployment, and reduce inequality. By increasing funding and giving workers of all backgrounds a stronger voice, this proposal strengthens our workforce development system.

Madam Speaker, I congratulate Chairman SCOTT on his leadership in shepherding this legislation, and I urge my colleagues to vote for the Workforce Innovation and Opportunity Act of 2022.

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentleman from Tennessee (Mr. COHEN).

Mr. COHEN. Madam Speaker, this is just one of the things that the Caucus and the Congress have been doing to help make the economy improve and help people deal with problems that COVID has caused us, supply chain and all, which has slowed down the opportunity to get products, and also causes inflation, but having the Workforce Innovation and Opportunity Act to get people training, get them career services, get skills to perform jobs is so important.

I think it was Mr. COURTNEY who mentioned how many more openings we have than people to fill the jobs right now. I went to Walgreens the other day and thought I got there early to get the drive-in, and they said: "We don't have enough employees to have the drive-in open this morning."

Everywhere you go, there is need for work, so we need to train people so they can fill the jobs that are made available.

I am proud to vote for this bill, reauthorizing the program, which, unfortunately, expired in 2020. This would put us back on track and invest \$78 billion over 6 years and retrain millions of workers per year by 2028.

Memphis is a proud working-class city, and we must prepare our workforce and our community for the 21st century and for the jobs right now. The Workforce Innovation and Opportunity Act will ensure that critical resources are provided for essential institutions like our Benjamin L. Hooks Job Corps Center in Whitehaven.

This transformational work should involve all of our local leaders and resources to ensure our programs and solutions are relevant and useful to our community. I offered an amendment, which was accepted, and I appreciate that. It will help ensure the subject matter experts in local agencies, local educators, and community leaders can be included as part of the workforce development boards. We look out for each other in Memphis, and we want to see us move forward in the 21st century.

Madam Speaker, I encourage everybody to vote for this bill.

□ 1500

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentleman from Pennsylvania (Mr. CARTWRIGHT).

Mr. CARTWRIGHT. Madam Speaker, I thank the gentleman for yielding, and I appreciate the opportunity to speak about my critical amendment to the Workforce Innovation and Opportunity Act.

As a Nation, what we want to do is help our young working population find jobs and meet their career potential. That is exactly what YouthBuild has done for the last 40 years.

The YouthBuild program funds workforce training initiatives focused on 16- to 24-year-old individuals without a high school diploma. These young adults come from challenging backgrounds and they need skills and resources to successfully participate in the domestic labor market, and YouthBuild gives them just that opportunity.

However, there is always room for improvement—and that is why we have this amendment—especially when it comes to ensuring that young adults with disabilities are best positioned to successfully enter the workforce. Currently, lack of affordable and accessible transportation creates significant barriers for disabled people that want to work.

Madam Speaker, 13.4 million Americans have disabilities which limit their ability to travel, including traveling to the workplace. We have to ensure that transportation to and from the workplace is available for disabled youth transitioning into the workforce.

My amendment to the Workforce Innovation and Opportunity Act allows disabled YouthBuild participants to use funds for transportation. With this amendment, we can remove a massive obstacle from the path of these disabled young adults. We can make going to work one step easier so they can earn a living and support their families. No American should be deprived of a fair chance to become and remain productive members of our American society.

Madam Speaker, I urge my fellow Members to support my amendment and allow designated YouthBuild funding to be used for work-related transportation.

Ms. FOXX. Madam Speaker, I yield 3 minutes to the gentleman from Florida (Mr. RUTHERFORD).

Mr. RUTHERFORD. Madam Speaker, I thank the gentlewoman for yielding.

Madam Speaker, at the appropriate time, I will offer an amendment to H.R. 7309, which will increase skills development for individuals seeking careers in law enforcement, especially in these States that we have seen increasing violent crime.

My amendment would modify the list of employment and workforce development activities that States must carry out with State set-aside funding under the Adult and Dislocated Worker Programs.

This amendment requires that States that have experienced an increase in violent crime over the previous year use those State set-aside funds to provide training services for individuals seeking a career in law enforcement. Those funds must also support training services for law enforcement involved in border protection in relevant States.

After 2 years of my colleagues across the aisle calling to defund the police, we are seeing cities in America in crisis. Police agency budgets have been slashed, making it impossible to hire, equip, and train officers. These calls

have demoralized and delegitimized officers, causing high attrition rates and making it nearly impossible to hire new officers.

Criminals have noticed, and violent crime is rising because of it. Just look at the news any night. It has made the already dangerous job of law enforcement even more dangerous and unsafe. And in 2021, an officer was attacked and killed every five days in America.

Madam Speaker, all our communities are less safe because of it. This Police Week, instead of focusing on supporting law enforcement's hiring and retention and making our communities safer, my colleagues are forcing a partisan, flawed approach to labor force development. But my amendment will help build the workforce that we really need to focus on, and that is peace officers.

At a time when law enforcement retirements are up 45 percent nationwide, and some cities still can't fill up to 17 percent of their open positions, we desperately need to invest in retraining law enforcement officers.

As a former law enforcement officer myself, I know firsthand the importance of developing a strong pipeline of law enforcement cadets. We are far from that now so we must direct our Federal workforce investments to career fields that directly and positively impact the safety of our communities across America.

If we adopt the motion to recommit, we will instruct the Committee on Education and Labor to consider my amendment to invest in the next generation of our law enforcement officers.

Madam Speaker, I ask unanimous consent to insert the text of my amendment in the RECORD immediately prior to the vote on the motion to recommit.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentlewoman from Connecticut (Mrs. HAYES), a distinguished member of the Committee on Education and Labor.

Mrs. HAYES. Madam Speaker, I rise to support the passage of this bill, the Workforce Innovation and Opportunity Act, a historic, \$78 billion investment, which will provide training for 1 million workers per year by 2028. This package includes my bill, the YouthBuild for the Future Act, which would invest \$1 billion into YouthBuild over 6 years.

YouthBuild is a crucial program that is specifically built to help young people who have not completed their high school degree train for a high-wage, stable career. But most importantly, it helps those young people regain their confidence and their ability to be self-sufficient and contribute to our communities.

My bill makes critical investments to the program, such as reserving grant

funds for rural areas, extending the period of follow-up services to 2 years, and allowing YouthBuild to fund meals for participants. These improvements will expand opportunity for young adults and employers who are clamoring to fill skilled positions that too often remain vacant.

These are meaningful, life-changing investments for Americans searching for long-term, high-wage employment. I know that these programs work because the one in my district and my hometown has young kids building homes.

Madam Speaker, as an original cosponsor of this reauthorization, I am proud to support passage, and I urge my colleagues to do the same.

Ms. FOXX. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, by reversing some of the key reforms made in the bipartisan 2014 WIOA reauthorization, H.R. 7309 takes our workforce system backwards. It does this by imposing more bureaucratic hurdles to job creators and reducing program accountability. It is time to stop being so frivolous with taxpayer dollars.

This bill proposes pouring more money into an already expensive program. In FY 2021, taxpayers spent \$1.8 billion on programs under title 1 of WIOA alone. This is too much money, especially as inflation is still at a 41-year high.

The House of Representatives has been entrusted with the power of the purse. It is time we took this responsibility more seriously. The Nation deserves a workforce system that will actually prepare Americans for in-demand jobs. Unfortunately, this bill fails to protect taxpayers at a time of rampant inflation, pushes a radical progressive agenda, expands Federal control over the workforce, and embraces that failed status quo rather than pursuing opportunities for innovation.

Madam Speaker, I urge my colleagues to oppose this bill, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, the evidence is clear that our economy has made meaningful progress toward recovering from the pandemic. Thanks to the efforts of Congress and the Biden-Harris administration, our economy has added a record 8.3 million jobs since the start of 2021, and the unemployment rate has fallen to 3.6 percent.

Despite this progress, we know that job openings currently exceed job applicants and employers are clamoring for skilled workers. In fact, research suggests that workers are leaving their job to seek better career opportunities in record numbers. This bill takes a critical step forward to empower workers to fill those competitive job positions and, in turn, helps reduce supply chain shortages, lower costs for families, increase their incomes, and improve our business competitiveness.

Madam Speaker, investing in workforce development has historically been a priority for both Democrats and Republicans. That is why our committee conducted an extended bipartisan process to put this legislation together, despite the opposition we have heard from our colleagues today.

As our economy rebounds from the pandemic, we should all agree that we must take this opportunity to expand access to high-quality job training opportunities for America's workers.

I thank my colleague again, Ms. WILSON, for her leadership in bringing this critical legislation to the floor, and I urge my colleagues to vote in favor of the Workforce Innovation and Opportunity Act of 2022.

Madam Speaker, I yield back the balance of my time.

Mr. SABLON. Madam Speaker, H.R. 7309, the Workforce Innovation and Opportunity Act of 2022, makes significant improvements to WIOA, the law that is the backbone of our nation's workforce development system. Since 2014, WIOA has provided training and career services to help working people across the country get the skills they need and help employers secure a qualified workforce.

H.R. 7309 also includes legislation I authored that extends three crucial workforce development programs to the Marianas: the Wagner-Peyser grant, the Integrated English Literacy and Civic Education grant, and the Job Corps program. Under my Employment Services and Jobs Parity Act, the annual \$300,000 Wagner-Peyser grant would provide skill assessment, career guidance, and referrals to training to job seekers in the Marianas. The legislation additionally allows the Commonwealth government to apply for Employment Service formula grants, at the same percentage share as Guam, to set up One-Stop Career Centers that can help workers find jobs and employers find workers. Under my Integrated English Literacy and Civic Education Nationwide Act, English language learners would acquire the proficiency needed to obtain employment. And under my Job Corps Nationwide Act, Job Corps centers can be established in all insular areas. This means our young people would not have to leave the Marianas to get necessary training and local business would benefit from a skilled workforce connected to our community and committed to remaining. All my bills support the overall goal of H.R. 7309: to help job seekers nationwide access quality employment, education training, and support services.

By reauthorizing and strengthening WIOA's programs, H.R. 7309 will help Americans get back to work. In addition to my provisions, the legislation expands summer and year-round jobs programs for youth, codifies partnerships between employers and community colleges, and provides funding for innovative approaches to workforce development.

At a time when the COVID-19 pandemic has diminished the resources necessary to train new workers, the improvements to WIOA under H.R. 7309 will continue to develop the workforce pipeline and expand access to services for the people who need them the most.

I urge my colleagues to support the Workforce Innovation and Opportunity Act of 2022.

Ms. JACKSON LEE. Madam Speaker, H.R. 7309 is truly transformational legislation that

will have a profound impact on workforce development and job skills training for decades to come. By virtue of this legislation, the American economy will be well positioned for success in emerging industries as well as traditional jobs in an increasingly competitive global landscape.

With the new initiatives and support for state and local efforts that this bill provides, more institutions will be able to provide education and job training services; a wider range of curricula will be available that enables learners to become job-ready; and more Americans will be equipped with skills that will jump-start long-term careers.

Very importantly, this bill will extend the reach of job skills training and employment preparation to all corners of the country and all segments of society. It does so by creating vital national programs and instituting accountability systems that will monitor program operations and success.

This legislation also ensures that students will have access to training through online digital platforms. Use of e-learning opens the doors for education even where cultural barriers and long distances from brick-and-mortar institutes often had the effect of excluding many Americans.

As enthusiastic as I am about this legislation and its comprehensive approach toward elevating our country's workforce preparation infrastructure, there are additional elements that I believed were necessary. We must ensure that diversity, inclusion, and equity are always cornerstones of our economy and society; and ensure that this bill will prepare all demographic groups with our workforce for success in key industries that are vital to our nation's future economy.

As a result, I submitted amendments to the Workforce Innovation and Opportunity Act, and I am delighted that the Rules Committee agreed that these were important additions to H.R. 7309. I would like to share a few thoughts with my colleagues and the American people about my two amendments which are being considered by the House of Representatives today.

My first amendment stems from my fervent and long-held belief that women and girls should have a level playing field for any type of study, job, or career. Throughout my life, I have fought for women and girls to have equal opportunity to learn in classrooms, excel in workplaces, and achieve in life.

Where women faced walls, I sought to tear down the walls or lean a ladder against them to climb over. When girls were being discouraged from educational or career pursuits, I set out to change mindsets. When females faced biases or glass ceilings that restrained success, I organized and marched to level the playing field.

As a result, my first amendment would ensure that women and girls are encouraged to enroll for STEM education, that is, the study of science, technology, engineering, and math. These subjects are the key to success in a vast range of industries and professions, especially in this advanced era in which information and technology propels most innovations and program. Women and girls must be welcomed for a seat at those tables, which will dramatically impact gender equality over time.

In addition to being encouraged to enroll, I believe girls and women should receive priority for both the study of these fields and the

jobs and careers that await them, and that support services should be provided to them along the way to help ensure their success. The days of male-dominated stem-based industries must be relegated to history books, as that bias has no place in modern America.

Because of entrenched, long-standing discrimination against women and girls, not only do we need equality; we also need equity. In other words, more must be done to right the wrongs of the past, prioritize participation by women and girls, and fast-track us for promotions, advancement, and success.

My second amendment is rooted in similar concerns. It insists that this legislation help all Americans, specifically communities of color that historically did not benefit equally from workforce development and job skills training programs. My amendment would ensure that HBCUs and other minority-serving educational institutions are eligible and encouraged to apply for maximal benefits under H.R. 7309's programs.

Moreover, beyond just equality, the job training and workforce development programs at these institutions should be given priority in order to promote equity for students whose ancestors were denied that right. H.R. 7309 can be the impetus for a fresh start.

By including and prioritizing HBCUs and other minority-serving institutions, the institutionalized barriers which impeded generational prosperity will be eroded, even if only incrementally and over many years. By leveling the playing field, the imbalance of generational wealth will also be rectified.

Madam Speaker, I believe these two amendments are central to the purpose of the Workforce Innovation and Opportunity Act, and will strengthen the bill both legislatively and in practice across the country. Diversity and inclusion must always be a priority particularly in future high-growth industries that are essential to our nation's long-term economic growth, success, and job creation strategy.

The SPEAKER pro tempore. All time for debate has expired.

Each further amendment printed in part C of House Report 117-325 not earlier considered as part of amendments en bloc pursuant to section 4 of House Resolution 1119, shall be considered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, may be withdrawn by the proponent at any time before the question is put thereon, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

It shall be in order at any time after debate for the chair of the Committee on Education and Labor or his designee to offer amendments en bloc consisting of further amendments printed in part C of House Report 117-325, not earlier disposed of.

Amendments en bloc shall be considered as read, shall be debatable for 20 minutes equally divided and controlled by the chair and ranking minority member of the Committee on Education and Labor or their respective

designees, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

AMENDMENTS EN BLOC NO. 1 OFFERED BY MR. SCOTT OF VIRGINIA

Mr. SCOTT of Virginia. Madam Speaker, pursuant to section 4 of House Resolution 1119, I rise to offer amendments en bloc No. 1.

The SPEAKER pro tempore. The Clerk will designate the amendments en bloc.

Amendments en bloc No. 1 consisting of amendment Nos. 1, 4, 8, 12, 13, 21, 25, 26, 30, 32, and 36, printed in part C of House Report 117-325, offered by Mr. SCOTT of Virginia:

AMENDMENT NO. 1 OFFERED BY MRS. BICE OF OKLAHOMA

At the end of chapter 2 of subtitle B of title II, insert the following (and conform the table of contents accordingly):

SEC. 243. YOUTH WORKFORCE DEVELOPMENT PROGRAMS FOR HIGH-DEMAND OCCUPATIONS.

Section 129(b)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164(b)(2)) is amended—

(1) in subparagraph (D)(v), by striking “and” at the end;

(2) in subparagraph (E), by striking the period and inserting “; and”; and

(3) by inserting at the end the following:

“(F) developing partnerships between educational institutions (including area career and technical education schools and institutions of higher education) and employers to create or improve workforce development programs to address the identified education and skill needs of the workforce and the employment needs of employers in the regions of the State, as determined based on the most recent analysis conducted under subparagraphs (B) and (C) of section 102(b)(1).”.

At the end of chapter 3 of subtitle B of title II, insert the following (and conform the table of contents accordingly):

SEC. 235. ADULT WORKFORCE DEVELOPMENT PROGRAMS FOR HIGH-DEMAND OCCUPATIONS.

(a) STATEWIDE ADULT WORKFORCE DEVELOPMENT PROGRAMS FOR HIGH-DEMAND OCCUPATIONS.—Section 134(a)(3)(A) of such Act (29 U.S.C. 3174(a)(3)(A)) is amended—

(1) in clause (xiii), by striking “and” at the end;

(2) in clause (xiv), by striking the period and inserting “; and”; and

(3) by inserting at the end the following:

“(xv) developing partnerships between educational institutions (including area career and technical education schools and institutions of higher education) and employers to create or improve workforce development programs to address the identified education and skill needs of the workforce and the employment needs of employers in the regions of the State, as determined based on the most recent analysis conducted under subparagraphs (B) and (C) of section 102(b)(1).”.

(b) LOCAL ADULT WORKFORCE DEVELOPMENT PROGRAMS FOR HIGH-DEMAND OCCUPATIONS.—Section 134(d)(1)(A) of such Act (29 U.S.C. 3174(d)(1)(A)) is amended—

(1) in clause (xi), by striking “and” at the end;

(2) in clause (xii), by striking the period and inserting “; and”; and

(3) by inserting at the end the following:

“(xiii) the development of partnerships between educational institutions (including area career and technical education schools and institutions of higher education) and employers to create or improve workforce development programs to address the identi-

fied education and skill needs of the workforce and the employment needs of employers in the region, as determined based on the most recent analysis conducted by the local board under section 107(d)(2).”.

AMENDMENT NO. 4 OFFERED BY MR. BOWMAN OF NEW YORK

Page 52, line 2, after “with” insert “alignment, coordination, and continuity between K–12 education providers, and”.

AMENDMENT NO. 8 OFFERED BY MR. CASE OF HAWAII

Add at the end the following:

“TITLE VII—REPORT ON CHALLENGES OF UNEMPLOYED AND LOW-INCOME AMERICAN INDIANS, ALASKA NATIVES, AND NATIVE HAWAIIANS IN LABOR MARKET

“SEC. 701 REPORT ON CHALLENGES OF UNEMPLOYED AND LOW-INCOME AMERICAN INDIANS, ALASKA NATIVES, AND NATIVE HAWAIIANS IN LABOR MARKET.

“Not later than 180 days after the date of the enactment of this Act, the Comptroller General of the United States shall submit to Congress a report that—

“(1) reviews the unique challenges that unemployed and low-income American Indians, Alaska Natives and Native Hawaiians face in the labor market; and

“(2) provides recommendations for improving low-income American Indians, Alaska Natives and Native Hawaiians access to Federal employment and training services.”.

AMENDMENT NO. 12 OFFERED BY MR. GOTTHEIMER OF NEW JERSEY

Page 128, line 11, strike “and”.

Page 128, line 14, strike the period and insert “; and”.

Page 128, after line 14, insert the following: (V) veterans.

AMENDMENT NO. 13 OFFERED BY MR. HARDER OF CALIFORNIA

Page 98, line 5, strike “and”.

Page 98, line 8, strike the period and insert “; and”.

Page 98, after line 8, insert the following:

“(vi) providing workforce readiness opportunities, supportive services, adult mentoring, financial literacy, activities to develop soft skills, or career exposure activities.

Page 101, line 4, strike “and”.

Page 101, strike line 7 and inserting “resources; and”.

Page 101, after line 7, insert the following: “(E) identify successful community-based models for youth workforce development and encourage integration with local area activities.”.

Page 101, after line 18, insert the following: (A) in subparagraph (A)(ii), by inserting “, including through a youth-serving national or regional intermediary with experience developing youth workforce readiness programs and that subgrants to community-based organizations” before the semicolon;

Page 105, after line 21, insert the following:

“(O) Activities to develop fundamental workforce readiness skills, or to develop employability skills, which may include communication, creativity, collaboration, and critical thinking, and that support social-emotional development through every developmental stage, in both formal and informal learning experiences.

Page 108, line 12, strike “and”.

Page 108, line 16, strike the period and insert “; and”.

Page 108, after line 16, insert the following: “(D) use such funds to provide subgrants to eligible community-based organizations with experience in youth workforce readiness and training to administer activities of such a program.

Page 115, line 6, insert “, which may include the names of community-based organizations that partnered with the local program administrator to fulfill the required program elements” after “program”.

AMENDMENT NO. 21 OFFERED BY MS. KAPTUR OF OHIO

Page 172, line 2, strike “(C)” and insert “(D)”.

Page 172, line 15, strike everything after “activities.”.

Page 172, after line 15, insert the following: “(C) STUDY ON AUTOMOTIVE TRUCK AND MECHANIC WORKFORCE INDUSTRY.—The Secretary of Labor, in coordination with the heads of relevant Federal agencies, may conduct a study on the automotive truck and mechanic workforce industry in the public and private sector that includes—

“(i) data relating to the number of individuals entering such industry in comparison to previous 20 years;

“(ii) identify strategies Federal agencies and Congress may implement to prevent an automotive mechanic skilled workforce shortage;

“(iii) if there is a decline in the number of students and young professionals entering such workforce identified pursuant to clause (i), an assessment relating to the reasons for such a decline;

“(iv) how the Federal agencies are adjusting training programs or providing a greater number of apprenticeships to satisfy the needs of an increase in advanced modern technology in automotive truck, public fleets, and hydrogen-powered vehicles; and

“(v) recommendations relating to the advancement of automotive technician training and apprenticeship programs; and”.

Page 172, line 16, strike “(C)” and insert “(D)”.

AMENDMENT NO. 25 OFFERED BY MS. LEE OF CALIFORNIA

Page 172, line 2, strike “(C)” and insert “(D)”.

Page 172, line 15, strike everything after “activities.”.

Page 172, after line 15, insert the following: “(C) STUDY ON STEM WORKFORCE AND STEM EDUCATION.—The Secretary of Labor, in coordination with the Secretary of Education, may conduct a study on—

“(i) the number of STEM jobs currently available and anticipated expansion in this career pathway;

“(ii) the STEM and computer science course availability in public secondary schools, disaggregated by race, ethnicity, and gender; and

“(iii) how to expand access, particularly for individuals with barriers to employment and for rural communities, to the STEM and computer science fields.”.

Page 172, line 16, strike “(C)” and insert “(D)”.

AMENDMENT NO. 26 OFFERED BY MR. MCGOVERN OF MASSACHUSETTS

Page 172, line 2, strike “(C)” and insert “(D)”.

Page 172, line 15, strike everything after “activities.”.

Page 172, after line 15, inserting the following:

“(C) REPORT ON INDIVIDUALS WITH CREATIVE SKILLSETS.—The Secretary of Labor may conduct a study on the integration of individuals with creative skillsets (including individuals with training in the arts or creative industries) into in-demand industry sectors and occupations.”; and

Page 172, line 16, strike “(C)” and insert “(D)”.

AMENDMENT NO. 30 OFFERED BY MR. MORELLE OF NEW YORK

Page 137, line 21, strike “and” at the end.

Page 137, line 25, strike the period at the end and insert “; and”.

Page 137, after line 25, insert the following: (D) in clause (xi) by striking “and” at the end;

(E) in clause (xii) by striking the period at the end and inserting “; and”; and

(F) by adding at the end the following:

“(xiii) activities to raise awareness about the local workforce system and for the marketing of such system.”.

AMENDMENT NO. 32 OFFERED BY MR. PHILLIPS OF MINNESOTA

Page 121, after line 24, insert the following:

“(ii) in clause (iv)(I)(bb), by inserting ‘and entrepreneurial occupations’ after ‘employment’;”.

Page 123, line 5, strike “and”.

Page 123, after line 9, insert the following: “(dd) relating to available entrepreneur support resources; and”.

AMENDMENT NO. 36 OFFERED BY MS. SCANLON OF PENNSYLVANIA

Page 171, beginning line 11, strike everything after “violence” and insert “; and”.

Page 171, after line 12, insert the following: “(J) assistance and training for employers, programs, and staff that mentor youth.”.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, the gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOXX) each will control 10 minutes.

The Chair recognizes the gentleman from Virginia.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, this en bloc contains several bipartisan amendments from our colleagues to continue improving the Workforce Innovation and Opportunity Act of 2022.

This en bloc contains commonsense proposals that strengthen the underlying bill, and I thank my colleagues for their contributions.

Madam Speaker, I strongly urge support for both the en bloc and the underlying bill, and I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, this en bloc includes several amendments that I believe would improve the underlying legislation so I will vote for the en bloc.

Unfortunately, I must also note that the en bloc includes three amendments to which I have concerns.

The Gottheimer amendment reduces the flexibility the workforce system needs to meet the needs of workers.

The Harder amendment will reduce the percentage of funds going to help youth receive the skills they need to enter the workforce.

And the Lee amendment authorizes a duplicative study that would not be a reasonable use of taxpayer funds.

However, on balance, this en bloc will improve the underlying legislation. This group of amendments better focuses WIOA on in-demand jobs, decreases duplication by encouraging better alignment between K-12 education providers and local workforce development boards, and includes in-

formation on entrepreneurship in career and skills development services.

Madam Speaker, I hope my colleagues will support this set of amendments, and I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2 minutes to the gentlewoman from Ohio (Ms. KAPTUR), the chair of the Subcommittee on Energy and Water Development of the Committee on Appropriations, and a strong supporter of sector grant training.

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Ms. KAPTUR. Madam Speaker, I thank Chairman SCOTT for his astounding leadership on this critical jobs training bill and for yielding me time. I thank Ranking Member FOXX so very much for her support of this effort.

Today, I urge my colleagues to support a bipartisan amendment to the Workforce Innovation and Opportunity Act that I have proposed alongside Representatives KELLY, DINGELL, and RYAN.

As we set about this new era of automotive and vehicular innovation, it is crucial that we invest in the workers who are the backbone of this uniquely American industry.

This amendment will create a pathway for the Federal Department of Labor and other Federal agencies to conduct a study on the automotive service technician and vehicle mechanic workforce and help promote apprenticeships to meet the increasing need of this advanced sector. Already, America is short 1 million trained workers across our Nation, and we haven't gotten started. We are not off the starting line.

Electric, hydrogen, and biofuel-powered vehicle technology brings new opportunities and new challenges. To be ready, we must proactively stand up for training and apprenticeship programs that prepare America's vehicular workforce for the next generation.

The motor vehicle industry has long served as a gateway to the middle class, and this amendment allows the Federal Government to take deliberate steps to ensure our workers are top of mind, not left behind.

It is vital that we invest in the workers who make, build, and grow America and, frankly, power her. I ask that my colleagues join me in passing this important amendment.

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 1 minute to the gentleman from New Jersey (Mr. GOTTHEIMER).

Mr. GOTTHEIMER. Madam Speaker, I rise in support of my amendment to the Workforce Innovation and Opportunity Act.

First, I thank all of our brave veterans for putting their lives on the line to defend our freedom and our families. After sacrificing so much, no veteran should ever have to struggle to get the care and resources they have earned. We should always have their backs.

My provision today will do just that, ensuring that veterans have access to high-quality job training, workforce development, and career navigation services. These skills will help our veterans transition back into civilian life, reach their career goals, and care for their families.

We know that veterans have the skills to make them exceptional workers, but they often face barriers to employment. Data shows that unemployment rates are higher for veterans than nonveterans.

My amendment will ensure that veterans are prioritized to receive Federal career resources, and it builds on the work I have helped lead, working across the aisle since I was elected to support our veterans and their families.

The first piece of legislation I passed in Congress was to expand hiring of post-9/11 veterans. Today, we have the opportunity to fight for them like they fought for us.

I urge all of my colleagues to support this amendment, and I thank the chairman for his leadership.

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 1 minute to the gentleman from Nevada (Mr. HORSFORD).

Mr. HORSFORD. Madam Speaker, I thank the chairman for yielding.

Today, I rise in support of my amendment to the Workforce Innovation and Opportunity Act, which will ensure performance measures and accountability indicators for recognized post-secondary credentials are made publicly available.

Now is the time for us to invest in our constituents and the workforce. As we do so, I cannot stress enough how important it is for Congress to mandate collecting and publicly reporting data on our job training programs. That includes publicly reporting on performance measures and economic outcomes, such as the types of jobs, wages, and long-term career progression.

Having performance measures and accountability indicators publicly available will allow us to direct Federal resources in an equitable way so that we are getting support to individuals and programs that have been historically underfunded.

I encourage my colleagues to support my amendment, and I look forward to voting for this critical investment in our workers for Nevada and for all Americans.

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, I reiterate that this is an en bloc amendment containing commonsense, bipartisan proposals that strengthen the underlying bill. I strongly urge support for both the en bloc amendment and the underlying bill, and I yield back the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, the amendments in this en bloc will refocus the workforce development system on the individuals it was created to serve: jobseekers and employers.

We must make sure that WIOA is helping all American jobseekers get the skills they need to compete in our modern economy. We must also make sure that WIOA programs are helping employers connect with skilled workers, instead of saddling them with unnecessary requirements that have no proven effectiveness.

Madam Speaker, I urge my colleagues to support this amendment, and I yield back the balance of my time.

Ms. LEE of California. Madam Speaker, I rise today in support of my amendment to the Workforce Innovation and Opportunity Act. My bipartisan amendment with Congressman FLEISCHMANN authorizes the Secretary of Labor and the Secretary of Education to conduct a study on the Science, Technology, Engineering, and Mathematics (STEM) workforce and STEM education.

This amendment would provide data on the number of STEM jobs currently available and anticipated expansion in the field, the number of STEM and computer science classes in public secondary schools, and policy solutions to expand access for individuals with barriers to employment, such as those from low income and minority communities, and those from rural communities. This data will be helpful for us to understand this rapidly expanding sector and to ensure the United States is able to remain a global leader in the technology industry.

This amendment builds off my bipartisan bill, H.R. 3602 the Computer Science for All Act that Rep. FLEISCHMANN also co-leads with me which would create grants to increase access to computer science education for preK-12 students.

I urge my colleagues to vote yes on this bipartisan amendment.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, the previous question is ordered on the amendments en bloc offered by the gentleman from Virginia (Mr. SCOTT).

The question is on the amendments en bloc offered by the gentleman from Virginia (Mr. SCOTT).

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. TIFFANY. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this question are postponed.

AMENDMENTS EN BLOC NO. 2 OFFERED BY MR. SCOTT OF VIRGINIA

Mr. SCOTT of Virginia. Madam Speaker, pursuant to section 4 of House Resolution 1119, I rise to offer amendments en bloc No. 2.

The SPEAKER pro tempore. The Clerk will designate the amendments en bloc.

Amendments en bloc No. 2 consisting of amendment Nos. 2, 3, 5, 6, 7, 9, 10, 14, 15, 16, 17, 19, 20, 22, 23, 24, 29, 31, 33, 34, 35, 37, 38, and 39, printed in part C of House Report 117-325, offered by Mr. SCOTT of Virginia:

AMENDMENT NO. 2 OFFERED BY MS. BLUNT ROCHESTER OF DELAWARE

Page 108, line 13, strike "not more" and all that follows through "wages" on line 15 and insert "such funds to subsidize wages".

Page 112, line 23, strike "sector." and insert "sector (including the needs of small businesses)".

AMENDMENT NO. 3 OFFERED BY MS. BLUNT ROCHESTER OF DELAWARE

Page 181, line 18, strike "176" and insert "177".

Page 234, after line 4, insert the following:

SEC. 281. IMPROVING APPROACHES FOR COMMUNITIES TO THRIVE (IMPACT) GRANTS.

Subtitle D of title I (29 U.S.C. 3221 et seq.), as amended by this Act, is further amended by inserting after section 175, as added by the preceding section, the following:

"SEC. 176. IMPROVING APPROACHES FOR COMMUNITIES TO THRIVE (IMPACT) GRANTS.

"(a) IN GENERAL.—The Secretary shall award, on a competitive basis, grants to local boards described in subsection (c) for summer or year-round programs authorized under section 130 for opportunity youth in communities disproportionately affected by gun violence for the purposes of connecting opportunity youth to in-demand industry sectors or occupations.

"(b) AWARD PERIODS.—The Secretary shall award grants under this section for an initial period of not more than 4 years, and may renew such awards for additional 4-year periods.

"(c) SELECTION CRITERIA.—In awarding funds under this section, the Secretary shall award grants to local boards serving local areas that—

"(1) for not less than 2 out of the 3 calendar years preceding the date on which an application for a grant under this section is submitted—

"(A) have experienced 35 or more homicides per year; or

"(B) have experienced 20 or more homicides per year and had a homicide rate that was not less than double the national average; or

"(2) have a compelling need to address community violence, as determined by the Secretary, based on high levels of homicide relative to other local areas within the same State.

"(d) PARTNERSHIPS.—In carrying out the activities funded under a grant under this section, a local board may partner with—

"(1) a community-based, nonprofit organization that—

"(A) serves the residents served by a unit of general local government;

"(B) has a track record of providing workforce development activities for individuals with barriers to employment;

"(C) focuses on training competencies and skills to prepare opportunity youth for in-demand sectors and occupations; and

"(D) provides—

"(i) training for opportunity youth with foundational skill needs; and

"(ii) soft skills training that enables opportunity youth to engage successfully in work culture;

"(2) an Indian Tribe or an agency primarily serving Native Americans;

"(3) an entity that carries out activities authorized in this Act that has a focus on opportunity youth;

“(4) an apprenticeship program;
 “(5) a community college (as defined in section 172(i)(1)); or
 “(6) a unit of general local government.
 “(e) REPORTING.—Each local board receiving a grant under this section shall submit a performance report to the Secretary that, with respect to the program funded by such grant, identifies the levels of performance achieved on the performance metrics listed in section 130(d).

“(f) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there are authorized to be appropriated such sums as may be necessary for each fiscal years 2023 through 2028.”.

Page 234, lines 6 and 8, strike “176” and insert “177”.

AMENDMENT NO. 5 OFFERED BY MR. BOWMAN OF NEW YORK

Page 25, line 22, strike “and”.

Page 25, after line 22, insert the following:
 (i) in item (bb), by striking “and” at the end; and

Page 26, strike line 12 and insert “and”.

Page 26, after line 12, insert the following:
 “(dd) shall include a representative of youth, who qualifies under the eligible youth definition; and”; and

AMENDMENT NO. 6 OFFERED BY MRS. BUSTOS OF ILLINOIS

Page 137, line 21, strike “and” at the end.

Page 137, line 25, strike the period at the end and insert “; and”.

Page 137, after line 25, insert the following:
 (D) in clause (xi), by striking “and” at the end;

(E) in clause (xii), by striking the period and inserting “; and”; and

(F) by adding at the end the following:
 “(xiii) training programs (including activities that prepare individuals for occupations in the technology sector) for individuals who are, or are likely to become, dislocated workers as a result of automation, which includes a device, process, or system that functions without continuous input from an operator, including—

“(I) advanced technologies, such as—

“(aa) data collection, classification processing, and analytics; and

“(bb) 3-D printing, digital design and simulation, and digital manufacturing;

“(II) robotics, including collaborative robotics, and worker augmentation technology;

“(III) autonomous vehicle technology; or

“(IV) autonomous machinery technology.”.

Page 177, after line 5, insert the following:

(a) AUTOMATION TECHNOLOGY.—Section 170(b)(1)(A) (29 U.S.C. 3225(b)(1)(A)) is amended by inserting “advances in automation technology (as described in section 134(d)(1)(A)(xiii)),” before “plant closures.”.

Page 177, line 6, strike “Section 170(c)(1)(B)” and insert the following:

(b) NATIONAL OR REGIONAL INTERMEDIARIES.—Section 170(c)(1)(B)

Page 177, after line 10, insert the following:

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 170 (29 U.S.C. 3225) is further amended by adding at the end the following:

“(e) AUTHORIZATION OF APPROPRIATIONS.—In addition to any funds reserved under section 132(a)(2)(A) to carry out this section, there are authorized to be appropriated to carry out this section \$40,000,000 for each of fiscal years 2023 through 2027.”.

AMENDMENT NO. 7 OFFERED BY MR. CARTWRIGHT OF PENNSYLVANIA

Page 179, line 10, insert “, including transportation needs determined appropriate by the Secretary” after “program”.

AMENDMENT NO. 9 OFFERED BY MR. COHEN OF TENNESSEE

Page 50, strike lines 22 and 23, and insert the following:

(B) in subparagraph (C)—

(i) in clause (ii), by striking the semicolon and inserting “; and”; and

(ii) by amending clause (iii) to read as follows:

“(iii) may include representatives of local educational agencies overseeing career and technical education, local educators, or representatives of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with barriers to employment;”;

AMENDMENT NO. 10 OFFERED BY MR. GOLDEN OF MAINE

Page 79, after line 10, insert the following:

“(d) ACCESS TO BROADBAND INTERNET SERVICE.—Section 121(e)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(1)) is amended—

“(1) in subparagraph (D), by striking ‘and’ after the semicolon;

“(2) in subparagraph (E), by striking the period at the end and inserting “; and”; and

“(3) by adding at the end the following:

“(F) provide access to broadband internet service, including for rural communities.”.

AMENDMENT NO. 14 OFFERED BY MR. HARDER OF CALIFORNIA

Page 228, line 14, strike “or” the first place it appears.

Page 228, line 16, insert “, or where the local unemployment rate is higher than the national unemployment rate” after “market”.

AMENDMENT NO. 15 OFFERED BY MR. HORSFORD OF NEVADA

Page 43, line 8, strike “pathways; and” and insert “pathways;”.

Page 43, line 16, strike the closed quotation marks and semicolon, and insert “; and”.

Page 43, after line 16, insert the following:

“(vii) how the State’s strategy will ensure that information about each recognized postsecondary credential that is obtained by any program participant of a core program described in subclause (V) of section 116(b)(2)(A)(i)—

“(I) will be made fully available under section 116(d)(6)(A) to the public as transparent, linked, open, and interoperable data using open formats that are human readable and machine actionable; and

“(II) will include, at a minimum—

“(aa) the levels of performance achieved with respect to such participant on the performance accountability indicators under clauses (i) and (ii) of section 116(b)(2)(B) and the other performance measures under section 116; and

“(bb) the competencies, role in career pathways, and alignment to in-demand industry and occupational skills of such credential.”;

Page 70, strike lines 9 through 25, and insert the following:

“(viii) STATISTICAL ADJUSTMENT MODEL.—The Secretary of Labor and the Secretary of Education shall—

“(I) develop and disseminate an objective statistical model—

“(aa) that will be used to make the adjustments in the State adjusted levels of performance for actual economic conditions and characteristics of participants under clauses (v) and (vii); and

“(bb) that has been peer reviewed by a technical working group of not less than 3 researchers, and not less than 2 State data performance and analysis technical specialists, and the representatives described in paragraph (4)(B); and

“(II) publicly disclose the factors included in the statistical adjustment model, and the results of the peer review in subclause (I)(bb), in a report describing the model used

to determine the adjusted levels of performance.”;

AMENDMENT NO. 16 OFFERED BY MS. JACKSON LEE OF TEXAS

At the end of title IV, add the following (and conform the table of contents accordingly):

SEC. 403. STEM EDUCATION FOR GIRLS AND WOMEN.

In carrying out the Workforce Innovation and Opportunity Act (as amended by this Act), the Secretary of Labor shall—

(1) prioritize providing access for girls and women to STEM education (science, technology, engineering, and math); and

(2) ensure that educational institutions receiving assistance under such Act will engage in outreach and support services to girls and women to encourage their enrollment in, and successful completion of, STEM curricula.

AMENDMENT NO. 17 OFFERED BY MS. JACKSON LEE OF TEXAS

At the end of title IV, add the following (and conform the table of contents accordingly):

SEC. 403. APPLICATIONS FROM HBCUS AND OTHER MINORITY-SERVING INSTITUTIONS.

In carrying out the Workforce Innovation and Opportunity Act (as amended by this Act), the Secretary of Labor shall—

(1) encourage HBCUs (historically Black colleges and universities), minority-serving institutions, and Tribally controlled colleges and universities to apply for assistance under such Act to provide job skills training and educational services; and

(2) prioritize applications for assistance from such entities.

AMENDMENT NO. 19 OFFERED BY MS. JACOBS OF CALIFORNIA

Page 135, line 24, before the semicolon, insert “, except that up to 5 percent of such funds may be used to provide supportive services without regard to the requirement of this subclause”.

AMENDMENT NO. 20 OFFERED BY MS. JAYAPAL OF WASHINGTON

Page 172, line 2, strike “(C)” and insert “(D)”.

Page 172, line 15, strike all that follows after “activities.”.

Page 172, after line 15, insert the following:

“(C) STUDY ON TRAINING OPPORTUNITIES FOR DOMESTIC WORKERS.—The Secretary of Labor may conduct a study on the development, for domestic workers who work in health care, of career pathways, national training standards, apprenticeship programs, and recognized postsecondary credentials or a secondary school diploma or its recognized equivalent, which may include how the creation or expansion of apprenticeship programs for such domestic workers (including such programs conducted at work sites of such workers and such programs that use peer educators and peer mentors for such workers) could improve opportunities for such workers, and make recommendations on whether and, if so, how such programs could improve wages and working conditions across the domestic worker industry.”; and

Page 172, line 16, strike “(C)” and insert “(D)”.

AMENDMENT NO. 22 OFFERED BY MR. KILMER OF WASHINGTON

At the end of subtitle D of title II, add the following:

SEC. 283. NATIONAL STUDY OF FEDERAL PROGRAM ACCESS FOR JOB-SEEKERS.

Section 169(b)(4) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3224(b)(4)) is amended—

(1) by redesignating subparagraph (K) as subparagraph (L); and

(2) by inserting after subparagraph (J) the following:

“(K) The Secretary of Labor shall conduct a study on Federal, State, and local efforts to improve accessibility of Federal programs for eligible job seekers. Such study shall include an analysis of the following:

“(i) Past and current efforts in the United States, including at the State and local level, to improve accessibility of programs through benefit interoperability and categorical eligibility initiatives, including with respect to the following kinds of benefits: job training, tuition assistance, nutrition, housing, heating and energy, transit, transportation, and healthcare.

“(ii) The connection between a jobseekers’ access to such programs and their short and long-term economic self-sufficiency.

“(iii) Information on which kinds of benefits most quickly lead to increased economic self-sufficiency for jobseekers.

“(iv) Challenges in existing programs for jobseekers to attain economic self-sufficiency, including the impact of a reduction in benefits before economic self-sufficiency is attained.

“(v) Recommendations on improving Federal programs to better ensure jobseekers attain economic self-sufficiency.”.

AMENDMENT NO. 23 OFFERED BY MRS. LAWRENCE OF MICHIGAN

Page 77, line 9, strike “and”.

Page 77, line 10, insert “, and individuals at risk of displacement and in need of upskilling due to evolving technologies or automation” before “through”.

AMENDMENT NO. 24 OFFERED BY MRS. LAWRENCE OF MICHIGAN

Page 244, line 13, after “implement”, insert “(as an alternative to meeting the requirements of section 116)”.

Page 251, strike line 23 and all that follows through page 252, line 2.

Page 252, line 3, strike “(7)” and insert “(6)”.

Page 252, strike lines 16 through 24.

Page 253, line 1, strike “(9)” and insert “(7)”.

AMENDMENT NO. 29 OFFERED BY MR. MORELLE OF NEW YORK

Page 256, after line 2, insert the following:

SEC. 3. ADMINISTRATIVE PROVISIONS.

Section 241 (29 U.S.C. 3331) is amended by adding at the end the following new section:

“(c) PROMPT ALLOCATION OF FUNDS.—Funds shall be made available under section 211 for an eligible agency not later than 30 days after the eligible agency has a unified State plan approved under section 102 or a combined State plan approved under section 103 (as the case may be).”.

AMENDMENT NO. 31 OFFERED BY MS. NEWMAN OF ILLINOIS

Page 101, beginning line 22, amend subparagraph (B) to read as follows:

(B) in subparagraph (D)—

(i) in clause (iv), by striking “and” at the end;

(ii) in clause (v), by striking “and” at the end; and

(iii) by adding at the end the following:

“(vi) coordinating with other entities that provide financial literacy education and empowerment activities (such as nonprofit organizations, State and local government agencies with relevant missions, and financial institutions) to support the activities described in clauses (i) through (v); and

“(vii) supporting the ability to understand relevant tax information and obligations; and”;

Page 105, line 7, insert before the period the following: “, including the information described in subsection (b)(2)(D))”.

Page 120, beginning line 1, amend subparagraph (C) to read as follows:

(C) by amending item (ff) to read as follows:

“(ff) financial literacy activities, including activities designed to make specific and measurable progress on key financial health factors (including to increase credit score, reduce high cost debt, and increase access to safe and affordable mainstream banking products); and”.

Page 124, after line 21, insert the following:

(v) in clause (xii), by amending subclause (IX) to read as follows:

“(IX) financial empowerment services, such as the activities described in subsection (a)(3)(A)(viii)(II)(ff); and”.

Page 152, after line 12, insert the following:

(f) JOB CORPS CENTER PROGRAM ACTIVITIES.—Section 148(a)(1) is amended—

(1) by striking “which may include” and inserting “including”; and

(2) by inserting “(such as the information described in section 129(b)(2)(D))” after “financial literacy”.

AMENDMENT NO. 33 OFFERED BY MS. PORTER OF CALIFORNIA

Page 98, after line 24, insert the following:

“(D) mental health professionals specifically trained in youth treatment, where possible;”.

Page 105, after line 6, insert the following:

“(K) Services that provide participants with information on Federal, State, and local mental health resources, including contact information for the National Suicide Prevention Lifeline.”.

AMENDMENT NO. 34 OFFERED BY MS. SCANLON OF PENNSYLVANIA

Page 13, line 15, strike the closed quotation marks and second period.

Page 13, after line 15, insert the following:

“(VI) An individual with foundational skill needs.

“(VII) An individual at-risk of academic failure by being at least 1 year behind the expected grade level for the age of the individual.

“(VIII) An individual who has dropped out of school in the past or has a higher rate of absenteeism than the peers of the individual.”.

Page 108, line 9, insert “and” at the end.

Page 108, lines 11 and 12, strike “; and” and insert a period.

Page 108, strike lines 13 through 16.

AMENDMENT NO. 35 OFFERED BY MS. SCANLON OF PENNSYLVANIA

Page 59, line 19, insert “and eligible youth” after “employment”.

Page 59, line 21, insert “eligible youth and” after “for”.

AMENDMENT NO. 37 OFFERED BY MR. SCHNEIDER OF ILLINOIS

Page 192, beginning on line 13, strike “subsection (f)” and insert “subsection (g)”.

Beginning on page 192, strike line 15 and all that follows through the end of line 6 on page 196.

Page 196, line 7, strike “(g) EVALUATIONS AND REPORTS” and insert “(f) EVALUATIONS”.

Page 199, after line 7, insert the following:

“(g) PERFORMANCE REPORTS AND REVIEWS.—

“(1) PERFORMANCE REPORTS.—

“(A) IN GENERAL.—Not less frequently than annually during each year of the grant period, each eligible institution that receives a grant under this section shall submit to the Secretary a report on the performance outcomes achieved by the institution and the programs funded with the grant.

“(B) ELEMENTS.—Each report under this paragraph shall include the following information:

“(i) The performance of individuals participating in programs funded with the grant

with respect to each of the primary indicators of performance for adults described in section 116(b)).

“(ii) The performance of the eligible institution on the performance indicators related to capacity building described in subsection (d)(2)(M).

“(iii) Such other information as the Secretary determines appropriate.

“(2) TEMPLATE.—The Secretary shall develop a template for the performance reports under paragraph (1) that shall be used by eligible institutions for the preparation and submission of such reports.

“(3) PUBLICATION OF REPORTS.—The Secretary shall make the reports received under paragraph (1) available on a publicly accessible website of the Department of Labor in transparent, linked, open, and interoperable data formats.

“(4) REVIEW.—On an annual basis, the Secretary shall review and evaluate each performance report submitted by an eligible institution under paragraph (1) to determine if the institution achieved adequate levels of performance. If the Secretary determines that an eligible institution did not achieve adequate levels of performance, the Secretary shall provide technical assistance to the institution.”.

Page 199, strike lines 8 through 20.

Page 199, line 21, strike “(i)” and insert “(h)”.

Page 201, line 11, strike “(j)” and insert “(i)”.

Page 201, line 16, strike “(k)” and insert “(j)”.

AMENDMENT NO. 38 OFFERED BY MR. SMITH OF WASHINGTON

Page 105, after line 24, insert the following:

(P) Provision of meals and other food assistance that is offered to participants in conjunction with another activity described in this paragraph.

AMENDMENT NO. 39 OFFERED BY MRS. TORRES OF CALIFORNIA

Page 235, after line 18, insert the following (and redesignate the succeeding sections accordingly):

SEC. 291. LABOR STANDARDS.

Section 181(b) (29 U.S.C. 3241(b)) is amended by adding at the end the following—

“(8) PROVISION OF INFORMATION ON WORKER RIGHTS.—Any participant receiving training under this title shall be provided information on—

“(A) wages and hours, including under the Fair Labor Standards Act of 1938 (29 U.S.C. 201 et seq.);

“(B) safe working conditions, including under the Occupational Safety and Health Act of 1970 (29 U.S.C. 651 et seq.);

“(C) forming, joining, or assisting a labor organization, including under the National Labor Relations Act (29 U.S.C. 153 et seq.); and

“(D) other applicable terms and conditions of employment, and relevant Federal and State laws (including regulations) on employment rights.”.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, the gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOXX) each will control 10 minutes.

The Chair recognizes the gentleman from Virginia.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, this en bloc amendment contains additional Democratic amendments from my colleagues to

continue improving the Workforce Innovation and Opportunity Act of 2022.

This en bloc amendment contains proposals that strengthen the underlying bill, and I thank my colleagues for their contributions.

I strongly urge support for both the en bloc amendment and the underlying bill, and I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in opposition to the amendment. This Democratic en bloc creates new programs, authorizes new funding, expands bureaucracy on workforce development boards, imposes new mandates on States and local areas, detracts from skills development services, and transforms WIOA from a workforce program into a welfare program.

This laundry list of problems is not what our Nation's jobseekers need. I cannot agree to saddle employers and workers with new Federal mandates that will make it harder for them to grow the economy and better individual lives.

I urge my colleagues to oppose the package, and I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield 2½ minutes to the gentlewoman from Delaware (Ms. BLUNT ROCHESTER), who is a former member of the Committee on Education and Labor and a strong supporter of workforce development.

Ms. BLUNT ROCHESTER. Madam Speaker, I thank Chairman SCOTT for his leadership.

I am proud to have my amendments to H.R. 7309 before the House today. In particular, I am proud of amendment No. 3, which gained the support of 42 of my colleagues. This amendment would establish grants to help break the cycle of violence in communities by providing job and workforce development opportunities to youth in communities disproportionately affected by gun violence.

With this broad support, I call on my colleagues to support this amendment, which helps reduce community violence the best way we know how—by building pipelines to good-paying, high-quality jobs for youth that are disconnected from school and the workforce—to create opportunity, to improve lives, and to provide for the future.

Madam Speaker, I thank the chairman, again, for his leadership.

Ms. FOXX. Madam Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself the balance of my time.

I reiterate that this en bloc amendment contains commonsense proposals that will strengthen the underlying bill.

Madam Speaker, I strongly urge support for both the en bloc amendment and the underlying bill, and I yield back the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, we should focus on empowering jobseekers to select skills development providers that will prepare them for in-demand jobs and make sure that employers are involved in this process so we can close the skills gap.

We should also streamline the workforce system so that funding is not wasted on unnecessary bureaucracy and administrative overhead. This funding should instead be directed toward upskilling workers.

Unfortunately, this Democratic en bloc misses the mark on each of these fronts.

Madam Speaker, I urge my colleagues to oppose this group of amendments, and I yield back the balance of my time.

The SPEAKER pro tempore (Ms. KAPTUR). Pursuant to House Resolution 1119, the previous question is ordered on the amendments en bloc offered by the gentleman from Virginia (Mr. SCOTT).

The question is on the amendments en bloc.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. TIFFANY. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this question are postponed.

AMENDMENTS EN BLOC NO. 3 OFFERED BY MR. SCOTT OF VIRGINIA

Mr. SCOTT of Virginia. Madam Speaker, pursuant to section 4 of House Resolution 1119, I rise to offer amendments en bloc No. 3.

The SPEAKER pro tempore. The Clerk will designate the amendments en bloc.

Amendments en bloc No. 3 consisting of amendment Nos. 11, 18, and 27, printed in part C of House Report 117–325, offered by Mr. SCOTT of Virginia:

AMENDMENT NO. 11 OFFERED BY MR. GOOD OF VIRGINIA

Page 20, strike lines 3 through 7.

Page 84, after line 2, insert the following:

(a) APPRENTICE.—Section 122(a) (29 U.S.C. 3152(a)) is amended—

(2) in paragraph (2)(B), by striking “registered”; and

(3) in paragraph (3), by striking “A provider described in paragraph (2)(B) shall be included and maintained on the list of eligible providers of training services described in subsection (d) for so long as the corresponding program of the provider remains registered as described in paragraph (2)(B).”.

Page 84, line 4, strike “is” and insert “is further”.

Page 177, after line 12, insert the following:

(1) in subsection (b), by striking paragraph (10), and redesignating paragraphs (11) and (12) as paragraphs (10) and (11);

Page 178, after line 14, insert following:

(I) in clause (i), by striking “registered”;

Page 178, line 19, strike “and”.

Page 178, after line 19, insert the following:

(III) in clause (xiii), by striking “registered”; and

AMENDMENT NO. 18 OFFERED BY MR. JACOBS OF NEW YORK

Page 44, line 15, strike the closed quotation marks and “; and”.

Page 44, after line 15, insert the following:

“(VI) the plan of the eligible agency to award grants and contracts to eligible providers under section 231 in a timely manner as required under subsection (a) of such section”; and”.

Page 45, after line 9, insert the following:

(II) in clause (viii)(I), by inserting before the semicolon the following: “; and award grants and contracts to eligible providers under section 231 in a timely manner as required under subsection (a) of such section”;

Page 255, after line 5, insert the following:

(a) GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDERS.—Section 231(a) (29 U.S.C. 3321(a)) is amended by striking “shall award” and inserting “shall award, in a timely manner.”.

Page 255, line 6, strike “Section 231(e)(6)” and insert the following:

(b) CONSIDERATIONS.—Section 231(e)(6)

AMENDMENT NO. 27 OFFERED BY MRS. MILLER OF ILLINOIS

Page 260, after line 20, insert the following:

SEC. 403. PROHIBITION ON PAYMENT OR REIMBURSEMENT FOR HEALTH CARE SERVICES.

Subtitle A of title V (29 U.S.C. 3341 et seq.) is further amended by adding at the end the following:

“SEC. 508. PROHIBITION ON PAYMENT OR REIMBURSEMENT FOR HEALTH CARE SERVICES.

“Funds made available to carry out this Act shall not be used to provide direct payment or reimbursement for any health care services.”.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, the gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOXX) each will control 10 minutes.

The Chair recognizes the gentleman from Virginia.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, this en bloc amendment contains several amendments which I oppose; therefore, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield 3 minutes to the gentleman from Virginia (Mr. GOOD).

Mr. GOOD of Virginia. Madam Speaker, Democrats believe that the government should control everything: what kind of car you drive, whether you have to get a vaccine, how or if you get to heat or cool your home, if you can keep your job, and if you can open or operate your business.

Republicans, on the other hand, believe that Americans should control their own lives, their purchasing decisions, their healthcare decisions, and even their businesses and apprenticeship programs.

Businessowners across the country try to utilize apprenticeships to develop the skilled employees that they need to succeed and grow. Sadly, this Democratic bill only funds government-approved apprenticeships that are registered with the Department of Labor, not those designed by businessowners who have the audacity to think that they know more about

their business than those with no business experience, like President Biden and the progressive activists that make up his administration.

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Why would anyone trust Joe Biden to run their business? He has no private sector experience, but he is now the proud owner of the worst economic record in modern history—so there is that.

Why would anyone trust Democrats in this Congress or this administration to run their business? These former educators, lawyers, community organizers, and progressive activists have ruined the outstanding economy that they inherited in January of 2021.

House Democrats demand that you have your apprenticeship program designed by unelected bureaucrats in the Department of Labor because, of course, Washington knows best when it comes to everything.

Look what they have done with inflation, supply chains, rising crime, the open border, and everything else. They are a picture of success. If Washington truly knew best, then one in four businesses would not have closed permanently in my home State of Virginia due to Democrat COVID restrictions.

Employers in my district often ask me: Why do they have to submit to government control to be eligible for funding for their apprenticeship program? Who could do a better job developing apprenticeships than the people who, you know, actually create the jobs; despite Washington's best efforts to prevent them from doing so? That question was rhetorical, please don't answer.

My amendment would actually let employers run their own apprenticeship programs and help them educate their workers the way they need to so they can expand their workforces.

Madam Speaker, I urge my colleagues to support my amendment.

Mr. SCOTT of Virginia. Madam Speaker, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

This en bloc includes several amendments that I believe would vastly improve the underlying legislation.

First, these amendments would bring needed flexibility and innovation to the workforce development system when it comes to apprenticeships. Democrats have, unfortunately, chosen to double down on the outdated registered apprenticeship model rather than meet employers where they are at. This group of amendments includes proposals that encourage innovation to occur so that apprenticeships can meet the needs of more employers.

Second, one of the amendments would ensure that States provide a realistic and workable timetable for awarding grants and contracts for adult basic education. This is simply good governance. States should not hold on to funding indefinitely that is

intended to be directed toward jobseekers. This amendment will make sure the funding goes where it is intended and doesn't get stuck with bureaucrats to the detriment of individuals seeking basic education services.

Third, WIOA should be focused first and foremost on providing skills development services for jobseekers. It is unfortunate that H.R. 7309 adds vague language encouraging supportive services to include "healthcare supports." While I was pleased that the long-standing Hyde amendment was secured and will apply to WIOA funds for fiscal year 2022 appropriations, I will always fight to see the Hyde amendment applied to ensure Federal funds do not support the killing of babies. It is of utmost importance that taxpayer dollars do not go to pay for killing babies, and this amendment would guarantee that.

The right to life is our most fundamental and sacred right and must always be protected. I will always remain vigilant to ensure that taxpayer funds do not pay for the killing of babies.

Madam Speaker, I hope my colleagues will support this set of amendments, and I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I am the only speaker on this side. I am prepared to close, and I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I have a couple of other speakers, so I am not prepared to close.

Madam Speaker, I yield such time as he may consume to the gentleman from New York (Mr. JACOBS).

Mr. JACOBS of New York. Madam Speaker, I rise in support of my amendment, which would be of great benefit to adult learners across this country, and especially in my home State of New York.

New York State has had issues over the last several years in distributing these funds promptly. Independent programs typically operate on very thin budgets, so any delay in funding puts their operations in jeopardy.

My amendment would ensure States are held accountable for distributing funding promptly by requiring the States to provide a timeline for distributing grants and contracts for adult basic education in the Unified State Plan, and specifying that funds must be distributed in a timely manner.

The typical adult learner benefiting from title II funding is either an individual who was not able to access a K-12 education as a child or is a recent immigrant.

Last September, I visited one of the adult education programs in my district, Literacy West New York, and I walked away very impressed by the adult learners there. Life certainly has not been easy for them, but that hasn't stopped them from pressing on and working to improve their lives.

It is important we make sure that the resources promised to our Nation's adult learners, and the programs that support them, are available.

Madam Speaker, I urge my colleagues to support this amendment.

Mr. SCOTT of Virginia. Madam Speaker, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield 2 minutes to the gentlewoman from Illinois (Mrs. MILLER).

Mrs. MILLER of Illinois. Madam Speaker, my amendment puts strong protections in place so that no funds in this bill can go toward harming the unborn.

The underlying bill includes a provision that allows taxpayer dollars to be used for health and mental healthcare support.

Without the protections my amendment offers, this funding could go to counseling young pregnant women to seek abortions. This is wrong. A child in the womb is a distinct, developing, whole human being.

In my home State of Illinois, our leftist Governor announced this week he will take Federal funding from title 10 and give it to Planned Parenthood of Illinois. This goes directly against Federal law and the Hyde amendment.

Those on the other side of this aisle, in this body, use every opportunity to get rid of the Hyde amendment. That is why my amendment is so important. The growing hostility toward the Hyde amendment is alarming and means we must be vigilant in our efforts to ensure program dollars authorized by Congress cannot be used for abortions or abortion services.

God is the author of life, not Congress. The taking of life through abortion is an assault on the image of God.

Abortion is not healthcare, despite what the left says, and we should not force taxpayers to violate their morals or strongly held beliefs by forcing them to pay for it. My amendment ensures that they won't.

Madam Speaker, I urge my colleagues to support this amendment.

Mr. SCOTT of Virginia. Madam Speaker, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I am prepared to close, and I yield myself such time as I may consume.

Madam Speaker, the amendments in this en bloc will refocus the workforce development system on the individuals it was created to serve: jobseekers and employers. We must make sure that WIOA is helping all American jobseekers get the skills they need to compete in our modern economy.

We must also make sure that WIOA programs are helping employers connect with skilled workers instead of saddling them with unnecessary requirements that have no proven effectiveness.

Madam Speaker, I urge my colleagues to support this amendment, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, I focus my comments on two of the amendments in

this en bloc that undermine the improvements we are putting forward in this legislation.

The first strikes language from the bill that prevents nonregistered apprenticeships from receiving WIOA funds. If you want to have a nonregistered apprenticeship program you can do that, but we ought to fund the registered programs first since they are much better, and we shouldn't spend money on those nonregistered programs.

Registered apprenticeship programs are a proven strategy that have demonstrated high-quality training and wage progression across multiple industries. This bill supports efforts to expand registered apprenticeships to additional populations and industries, by reserving 50 percent of the funds for programs serving individuals with barriers to employment.

Many of my colleagues have opposed the so-called Industry-Recognized Apprenticeship Programs, or IRAPs, because that program discards key features that are the cause of success for our registered apprenticeship program, including quality standards, worker protections, national recognition, and the fact that virtually all registered apprenticeship graduates end up in jobs that pay well above the median wage.

The second amendment in this en bloc amendment group prohibits WIOA funds from being used to reimburse any healthcare services. I am not sure where they find that physical health is included. Mental health counseling and substance abuse is included as possible funding.

The question about whether WIOA will pay for health services is a distraction from the work we are trying to do today, to ensure an equitable recovery, and provide opportunity for economic advancement for all individuals in all communities.

This legislation reflects the input from stakeholders across the country who know what it takes to expand access to high-quality job training, career navigation services, and other critical services.

The statute has long provided for flexibility for local programs. The statute also allows for the provision of supportive services, such as assistance with transportation, childcare, dependent care, or housing; services that are crucial to facilitating individuals' ability to participate in WIOA-funded programs.

In fact, the legislation specifically ensures that treatment of substance use disorder is a permissible use of supportive services under WIOA.

Fundamentally, needs of individuals seeking job training are not always distinct from health needs. These programs should meet people where they are to facilitate full participation to ensure continued and sustained economic success.

Updating and improving programs authorized through WIOA, such as the bill we are considering today, will lift

up communities and help us achieve that goal. This is what we need to do today by voting "no" on this en bloc amendment and "yes" on the underlying bill.

Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Ms. BLUNT ROCHESTER). Pursuant to House Resolution 1119, the previous question is ordered on the amendments en bloc offered by the gentleman from Virginia (Mr. SCOTT).

The question is on the amendments en bloc.

The question was taken; and the Speaker pro tempore announced that the yeas appeared to have it.

Ms. FOXX. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this question are postponed.

AMENDMENT NO. 28 OFFERED BY MRS. MILLER-MEEKS

The SPEAKER pro tempore. It is now in order to consider amendment number 28 printed in part C of House Report 117-325.

Mrs. MILLER-MEEKS. Madam Speaker, I have an amendment at the desk.

The SPEAKER pro tempore. The Clerk will designate the amendment.

The text of the amendment is as follows:

Strike all of the text and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "The Workforce Innovation and Opportunity Act of 2022".

SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. Definitions.

TITLE I—WORKFORCE DEVELOPMENT ACTIVITIES

Subtitle A—System Alignment

- Sec. 101. State workforce development board.
- Sec. 102. Unified State plan.
- Sec. 103. Workforce development areas.
- Sec. 104. Local workforce development boards.
- Sec. 105. Local plan.
- Sec. 106. Performance accountability system.

Subtitle B—Workforce Investment Activities and Providers

- Sec. 111. Establishment of one-stop delivery systems.
- Sec. 112. Identification of eligible providers of training services.
- Sec. 113. Within State allocations.
- Sec. 114. Use of funds for youth workforce investment activities.
- Sec. 115. Use of funds for employment and training activities.
- Sec. 116. Authorization of appropriations.

Subtitle C—Job Corps

- Sec. 121. Job Corps centers.
- Sec. 122. Program activities.
- Sec. 123. Standards of conduct.
- Sec. 124. Advisory committees.

Sec. 125. Experimental projects and technical assistance.

Sec. 126. Job Corps Scholars activities.

Sec. 127. Authorization of appropriations.

Subtitle D—National Programs

- Sec. 131. Evaluations and research.
- Sec. 132. YouthBuild program.
- Sec. 133. Justice-involved individuals Re-entry Program Start-up Grants.
- Sec. 134. Authorization of appropriations.

Subtitle E—Administration

Sec. 137. Secretarial administrative authorities and responsibilities.

TITLE II—ADULT EDUCATION AND LITERACY

- Sec. 201. Authorization of appropriations.
- Sec. 202. State leadership activities.
- Sec. 203. Grants and contracts for eligible provider.

TITLE III—GENERAL PROVISIONS

Sec. 301. Executive agency review of occupational licensing requirements.

TITLE IV—AMENDMENTS TO THE WAGNER-PEYSER ACT

Sec. 401. Workforce and labor market information system.

TITLE V—AMENDMENTS TO THE REHABILITATION ACT OF 1973

Sec. 501. Competitive integrated employment.

Sec. 502. Authorization of appropriations.

SEC. 3. DEFINITIONS.

The Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) is amended in section 3 (29 U.S.C. 3102)—

(1) in paragraph (7)(B), by striking "registered" and all that follows through "171";

(2) in paragraph (44)—

(A) in subparagraph (B), by striking "and" at the end;

(B) in subparagraph (C), by striking the period at the end and inserting ";; and"; and

(C) by adding at the end the following:

"(D) in a case in which each of the conditions under section 134(c)(3)(I)(i) are met with respect to such training (including the establishment of an on-the-job training agreement described in section 134(c)(3)(I)(iii)), provides the Federal share of the cost of training to the employer through an employer-directed skills account.";

(3) by amending paragraph (47) to read as follows:

"(47) PAY-FOR-PERFORMANCE CONTRACT STRATEGY.—The term 'pay-for-performance contract strategy' means a procurement strategy that—

"(A) uses pay-for-performance contracts in the provision of training services described in section 134(c)(3) or activities described in section 129(c)(2), and includes—

"(i) contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible under section 122 or 123, as appropriate) based on the achievement of specified levels of performance on the primary indicators of performance described in section 116(b)(2)(A) for target populations as identified by the local board (including individuals with barriers to employment), within a defined time-table, and which may provide for bonus payments to such service provider to expand capacity to provide effective training;

"(ii) a strategy for independently validating the achievement of the performance described in clause (i); and

"(iii) a description of how the State or local area will reallocate funds not paid to a provider because the achievement of the performance described in clause (i) did not

occur, for further activities related to such a procurement strategy, subject to section 189(g)(4); and

“(B) does not require a local area to conduct a feasibility study prior to implementing such pay-for-performance contract strategy.”;

(4) by adding at the end the following:

“(72) **DIGITAL LITERACY SKILLS.**—The term ‘digital literacy skills’ has the meaning given such term in section 202 of the Museum and Library Services Act (20 U.S.C. 9101).

“(73) **EMPLOYER-SPONSORED SKILLS DEVELOPMENT.**—The term ‘employer-sponsored skills development’ means a skills development program—

“(A) that is selected by an employer to meet the specific skill demands of the employer;

“(B) that is conducted pursuant to terms and conditions which are established under an employer-sponsored skills development agreement described in section 134(c)(3)(I)(iv), including a commitment by the employer to employ an individual upon successful completion of the program;

“(C) for which an employer pays a portion of the cost of the program, which shall not be less than—

“(i) 10 percent of the cost, in the case of an employer with not more than 50 employees;

“(ii) 25 percent of the cost, in the case of an employer with more than 50 employees but not more than 100 employees; and

“(iii) 50 percent of the cost, in the case of an employer with more than 100 employees; and

“(D) for which the Federal share of the cost of the program is provided to the employer through an employer-directed skills account in accordance with section 134(c)(3)(I)(ii).

“(74) **EVIDENCED-BASED.**—The term ‘evidence-based’, when used with respect to an activity, strategy, or intervention, means an activity, strategy, or intervention that—

“(A) demonstrates a statistically significant effect on improving participant outcomes or other relevant outcomes based on—

(i) strong evidence from at least 1 well-designed and well-implemented experimental study; (ii) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or (iii) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

“(B)(i) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve participant outcomes or other relevant outcomes; and

“(ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.”;

(5) by reordering paragraphs (1) through (74), as amended by this section, and the paragraphs added by this paragraph in alphabetical order, and renumbering such paragraphs as so reordered;

TITLE I—WORKFORCE DEVELOPMENT ACTIVITIES

Subtitle A—System Alignment

SEC. 101. STATE WORKFORCE DEVELOPMENT BOARD.

Section 101(d) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111(d)) is amended—

(1) in paragraph (3)(D)—

(A) by striking “and jobseekers” and inserting “jobseekers, and entrepreneurs”; and

(B) by inserting “and entrepreneurial skills development and microenterprise services” after “occupations”; and

(2) in paragraph (5)—

(A) by inserting “evidence-based and other” after “information on”; and

(B) by inserting “evidence-based and other” after “including”.

SEC. 102. UNIFIED STATE PLAN.

Section 102(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3112(b)) is amended—

(1) in paragraph (1)—

(A) in subparagraph (A)—

(i) in clause (i), by striking “and” at the end;

(ii) in clause (ii), by “and” at the end; and

(iii) by adding at the end the following:

“(iii) projected industries or sectors within the State expected to decline or face significant changes in employment opportunities;”;

(B) by redesignating subparagraphs (D) and (E) as subparagraphs (E) and (G), respectively;

(C) by inserting after subparagraph (C) the following:

“(D) an analysis of the extent to which the activities described in subparagraph (C) are evidence-based, and a description of the State’s plan for increasing the use of evidence-based activities in the State;”;

(D) in subparagraph (E), as so redesignated, by striking “and” at the end;

(E) by inserting after subparagraph (E), as so redesignated, the following:

“(F) a description of the occupational licensing requirements for specific occupations or industry sectors in the State; and”;

and

(F) in subparagraph (G), as so redesignated—

(i) by striking “(C)” and inserting “(D)”;

and

(ii) by striking “subparagraph (D)” and inserting “subparagraph (E)”;

(2) in paragraph (2)—

(A) in subparagraph (C)—

(i) in clause (vii), by striking “and” at the end;

(ii) in clause (viii), by striking the period at the end and inserting “; and”; and

(iii) by adding at the end the following:

“(ix) how the State will disseminate information to the core programs and entities of the State’s workforce investment system on the availability and use of evidence-based activities.”;

(B) in subparagraph (D)(ii)—

(i) in subclause (V), by inserting “and” at the end; and

(ii) by adding at the end the following:

“(VI) the plan of the eligible agency to award grants and contracts to eligible providers under section 231 in a timely manner as required under subsection (a) of such section;”;

(C) in subparagraph (E)(viii)(I), by inserting “, and award grants and contracts to eligible providers under section 231 in a timely manner as required under subsection (a) of such section” after “provisions”.

SEC. 103. WORKFORCE DEVELOPMENT AREAS.

Section 106 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3121) is amended—

(1) in subsection (a)(1), by striking “after consultation with the local boards and chief elected officials in the local areas” and inserting “after consultation with the State economic development agency, local boards, chief elected officials”;

(2) in subsection (b)(1), by adding at the end the following:

“(C) **CONSULTATIONS.**—The State board, State economic development agency, chief elected officials, and local boards shall provide such consultations as requested by the Governor in a timely manner.”.

(3) in subsection (c)(1)—

(A) by redesignating subparagraphs (E), (F), (G), and (H) as subparagraphs (F), (G), (H), and (I), respectively; and

(B) by adding after subparagraph (D) the following:

“(E) the establishment of cost arrangements for services described in subsections (c) and (d) of section 134, including the pooling of funds for such costs;”.

SEC. 104. LOCAL WORKFORCE DEVELOPMENT BOARDS.

Section 107 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3122) is amended—

(1) in subsection (d)(6)—

(A) in the heading, by striking “PROVEN” and inserting “EVIDENCE-BASED”; and

(B) in subparagraph (A), by striking “proven” and inserting “evidence-based”; and

(2) in subsection (f), by adding at the end the following:

“(4) **PROFESSIONAL DEVELOPMENT.**—The local board may provide board and one-stop delivery system staff with professional development on—

“(A) the expanded use of digital technology and tools for augmenting and improving the delivery of services to participants and employers; and

“(B) the identification and implementation of evidence-based strategies.”.

SEC. 105. LOCAL PLAN.

Section 108(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3123(b)) is amended—

(1) in paragraph (4)—

(A) in subparagraph (A)(iv), by striking “and” at the end;

(B) in subparagraph (B), by inserting “and” at the end; and

(C) by adding at the end the following:

“(C) that may include opportunities for workers participating in incumbent worker training programs, on-the-job training programs, or customized training programs to fulfill any applicable educational requirements necessary to obtain any professional license that may be required for such workers’ occupations;”;

(2) in paragraph (6)(B), by inserting “, including digital technology,” after “technology”; and

(3) in paragraph (19), by inserting “or employer-directed skills accounts” after “individual training accounts”.

SEC. 106. PERFORMANCE ACCOUNTABILITY SYSTEM.

Section 116 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3141) is amended—

(1) in subsection (b)—

(A) in paragraph (2)(B), by inserting “and the evidence that such indicators are correlated with program quality” after “indicators”; and

(B) in paragraph (3)(A), by adding at the end the following:

“(ix) **TRANSPARENCY REQUIREMENT.**—The Secretary of Labor in conjunction with the Secretary of Education shall publish on a publicly accessible website the statistical model developed under clause (viii), and the methodology used to develop each such proposed expected level of performance.”;

(2) in subsection (d)(2)—

(A) in subparagraph (J), by inserting “and” at the end;

(B) by amending subparagraph (K) to read as follows:

“(K) to the extent practicable, the number and percentage of participants who obtained employment in an industry or sector related to their program of study upon exit from the program.”.

Subtitle B—Workforce Investment Activities and Providers

SEC. 111. ESTABLISHMENT OF ONE-STOP DELIVERY SYSTEMS.

Section 121 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151) is amended—

(1) in subsection (b)(A)(ii), by inserting “physical and virtual” after “of the”; and

(2) in subsection (e)—
 (A) in paragraph (2)—
 (i) in subparagraph (A)—
 (I) by inserting “in person or virtually” after “accessible”; and
 (II) by inserting “virtual or” before “physical”;
 (ii) in subparagraph (B)(i), by inserting “(such as a community college campus, a secondary school, an area career and technical education school, or a public library)” after “sites”; and
 (iii) in subparagraph (C), by inserting “virtual or physical” after “have”; and
 (B) in paragraph (3), by inserting “, which may be virtual or physical,” after “one-stop centers”.

SEC. 112. IDENTIFICATION OF ELIGIBLE PROVIDERS OF TRAINING SERVICES.

Section 122 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3152) is amended—

(1) in subsection (a)—
 (A) by amending paragraph (2) to read as follows:

“(2) PROVIDERS.—Subject to the provisions of this section, to be eligible to receive those funds for the provision of training services, the provider—

“(A) shall be—
 “(i) an institution of higher education that provides a program that leads to a recognized postsecondary credential;
 “(ii) an entity that carries out apprenticeships; or
 “(iii) another public or private provider of a program of training services, which may include joint labor-management organizations, providers of entrepreneurial skills development programs, business or industry associations, and eligible providers of adult education and literacy activities under title II, if such activities are provided in combination with occupational skills training; and
 “(B) may include providers listed under subparagraph (A) delivering services in part, or exclusively, online.”; and

(B) in paragraph (3), by striking “A provider described in paragraph (2)(B) shall be included and maintained on the list of eligible providers of training services described in subsection (d) for so long as the corresponding program of the provider remains registered as described in paragraph (2)(B).”;
 (2) in subsection (b)—
 (A) in paragraph (1)—
 (i) in subparagraph (B), by inserting “and online learning platforms” after “technology”;
 (ii) by redesignating subparagraph (J) as subparagraph (K); and
 (iii) by inserting after subparagraph (I) the following:

“(J) The expected—
 “(i) program cost of such program;
 “(ii) skills taught as part of such program; and
 “(iii) time to completion of such program.”.

(B) by redesignating paragraphs (3) and (4) as paragraphs (4) and (5), respectively;
 (C) by adding after paragraph (2) the following:

“(3) STATES.—The State shall make available on a publicly accessible website—
 “(A) the criteria, information requirements, and procedures regarding the eligibility of providers of services established pursuant to subsection (a)(2); and
 “(B) the appropriate, accurate, and timely information each provider of services submits to the State in accordance with subparagraphs (A), (B), (C), (D), and (E) of paragraph (2).”;

(D) by amending paragraph (4), as so redesignated, to read as follows:

“(4) LOCAL CRITERIA AND INFORMATION REQUIREMENTS.—

“(A) IN GENERAL.—A local board in the State may establish criteria and information requirements in addition to the criteria and information requirements established by the Governor, or may require higher levels of performance than required for the criteria established by the Governor, for purposes of determining the eligibility of providers of training services to receive funds described in subsection (a) for the provision of training services in the local area involved.

“(B) LOCAL NOMINATIONS.—A local board may submit the name of a provider or providers, including online-only providers, to the Governor for inclusion of each such provider on the list of eligible providers described in subsection (a), if such a provider meets the applicable criteria described in paragraph (1) to meet training needs in the local area or region. The Governor shall make a decision not later than 30 days after the submission of such name or names under this subparagraph.”; and

(E) in paragraph (5)(B), as so redesignated, by inserting “A Governor shall make an eligibility determination under this paragraph with respect to a provider not later than 30 days after receipt of an application for such a determination from such provider.” at the end; and
 (3) in subsection (h)—
 (A) in paragraph (1), by inserting “employer-sponsored skills development,” after “incumbent worker training.”; and
 (B) in paragraph (2), by inserting “employer-sponsored skills development,” after “incumbent worker training.”.

SEC. 113. WITHIN STATE ALLOCATIONS.
 Section 128(a)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3163(a)(1)) is amended by striking “15” and inserting “30”.

SEC. 114. USE OF FUNDS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES.
 Section 129(b)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164(b)(2)) is amended—

(1) in subparagraph (B), by inserting “, such as opportunities for youth to receive individualized skills development services,” after “eligible youth”;

(2) in subparagraph (C), by inserting “, which may include providing guidance on career options in high-skill, high-wage, or in-demand industry sectors or occupations in current or emerging professions and nontraditional fields (including skilled trades)” after “State”;

(3) in subparagraph (D)(v), by striking “and” at the end;

(4) in subparagraph (E), by striking the period and inserting a semicolon; and

(5) by adding at the end the following:

“(F) raising public awareness and conducting public service announcements about career and technical education programs and community-based and youth services organizations, including through social media campaigns, elementary and secondary school showcases and school visits, and other endeavors focused on programs that prepare students (especially students in underrepresented geographic areas) for high-skill, high-wage, or in-demand industry sectors or occupations in current or emerging professions and in nontraditional fields (such as skilled trades); and
 “(G) developing partnerships between educational institutions (including area career and technical education schools and institutions of higher education) and employers to create or improve workforce development programs to address the identified education and skill needs of the workforce and the employment needs of employers in the regions of the State, as determined based on the most recent analysis conducted under subparagraphs (B) and (C) of section 102(b)(1).”.

SEC. 115. USE OF FUNDS FOR EMPLOYMENT AND TRAINING ACTIVITIES.

(a) STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES.—Section 134(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3174(a)) is amended—

(1) in paragraph (2)(B) is amended—
 (A) in clause (v)(VI), by striking the “and” after the semicolon;

(B) in clause (vi), by striking the period at the end and inserting a semicolon; and

(C) by adding at the end the following:

“(vii) coordinating with industry organizations, employers (including small and mid-sized employers), training providers, local boards, and institutions of higher education to identify or develop assessments that—
 “(I) are a valid and reliable method of collecting information; and
 “(II) measure the prior knowledge, skills, competencies, and experiences of an individual for the purpose of—
 “(aa) awarding postsecondary credit toward a recognized postsecondary credential aligned with in-demand industry sectors and occupations in the State;
 “(bb) awarding a recognized postsecondary credential that is used by employers in the State for recruitment, hiring, retention, or advancement purposes;

“(cc) developing individual employment plans that incorporate the prior knowledge, skills, competencies, and experiences of an individual to identify skills related to an in-demand industry sector or occupation and any upskilling needed to secure employment in such sector or occupation; and
 “(dd) helping individuals communicate their prior knowledge, skills, competencies, and experiences to prospective employers through skills-based profiles or portfolios; and

“(viii) disseminating to local areas information relating to the assessments identified or developed pursuant to clause (vii), including—
 “(I) any recognized postsecondary credential awarded through such an assessment;
 “(II) the industry organizations, employers, training providers, and institutions of higher education located within the State that recognize the prior knowledge, skills, competencies, and experiences of an individual validated by such assessments; and
 “(III) how such assessments may be provided to, and accessed by, individuals through the one-stop delivery system.”.

(2) in paragraph (3)(A)—
 (A) in clause (i), by inserting “or evidence-based” after “innovative”;

(B) in clause (ii), by inserting “, or bringing evidence-based strategies to scale,” after “strategies”;

(C) in clause (iii)—
 (i) by inserting “, and sharing information (in transparent, linked, open, and interoperable data formats) about,” after “identification of”; and
 (ii) by inserting “and the sharing of information about such program in transparent, linked, open, and interoperable data formats” after “completion”;

(D) in clause (viii)(II)(dd), by inserting “, and digital literacy,” after “literacy”;

(E) in clause (xiii), by striking “and” at the end;

(F) in clause (xiv), by striking the period and inserting a semicolon; and

(G) by adding at the end the following:

“(xv) identifying and providing to employers information relating to best practices on the use of assessments, including such assessments developed or identified by the State pursuant to paragraph (2)(B)(vii);
 “(xvi) providing technical assistance to employers seeking to use such assessments for hiring, promotion, or upskilling of employees;

“(xvii) supporting employers in the State seeking to implement a practice of hiring individuals based on their prior knowledge, skills, competencies, and experiences as an alternative to relying on postsecondary degree requirements in the hiring process;

“(xviii) conducting surveys of employers within the State, including employers in emerging sectors, to identify in-demand skills; and

“(xix) developing partnerships between educational institutions (including area career and technical education schools and institutions of higher education) and employers to create or improve workforce development programs to address the identified education and skill needs of the workforce and the employment needs of employers in the regions of the State, as determined based on the most recent analysis conducted under subparagraphs (B) and (C) of section 102(b)(1).”

(b) **REQUIRED LOCAL EMPLOYMENT AND TRAINING ACTIVITIES.**—Section 134(c) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3174(c)) is amended—

(1) in paragraph (2)(A)—

(A) by inserting “, shall, to the extent practicable, be evidence-based” after “system”;

(B) by amending clause (iii) to read as follows:

“(iii) initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), and supportive service needs, and a determination (considering factors including prior work experience, military service, life experience, or education history, and in-demand industry sectors and occupations in the local area) of whether such an individual would benefit from an assessment identified by the State pursuant to subsection (a)(2)(B)(vii) to measure the individual’s prior knowledge, skills, competencies, and experiences to accelerate the individual in obtaining employment that leads to economic self-sufficiency or career advancement;”

(C) in clause (vi)—

(i) by inserting “and, to the extent practicable, real-time” after “accurate”;

(ii) in subclause (II)—

(I) by inserting “and credentials” after “skills”; and

(II) by striking “and” at the end;

(iii) by redesignating subclause (III) as subclause (IV);

(iv) by inserting after subclause (II) the following:

“(III) information on education and skills development programs that are available for attaining needed skills and credentials for the jobs described in subclause (I), including information on the—

“(aa) most accelerated pathways to such skills and credentials (including information on career pathway programs in the local area); and

“(bb) quality of such programs, consistent with the performance information provided under clause (vii); and”;

(v) in subclause (IV), as so redesignated—

(I) by inserting “, which may include information on resources to support entrepreneurship,” after “demand”; and

(II) by striking “and” at the end; and

(D) in clause (xii), by striking “and” at the end;

(E) in clause (xiii), by striking the period and inserting a semicolon; and

(F) by adding at the end the following:

“(xiv) provision of information on employers in the local areas that are offering employer-sponsored skills development or on-the-job training programs that may be reimbursed through an employer-directed skills account established under section 134(c)(3)(I)

and the performance information available on such programs; and

“(xv) provision of assistance, in coordination with employers in the local areas that are offering employer-sponsored skills development or on-the-job training, in establishing employer-sponsored skills development agreements or on-the-job training agreements.”;

(2) in paragraph (3)—

(A) in subparagraph (A)—

(i) in clause (i)—

(I) by inserting “or (iii)” after “clause (ii)”; and

(II) in subclause (II), by inserting “, or to jobs that may be performed remotely” after “relocate”;

(ii) by redesignating clause (iii) as clause (iv); and

(iii) by inserting after clause (ii) the following:

“(iii) **PARTICIPANTS SELECTED FOR ON-THE-JOB TRAINING OR EMPLOYER-SPONSORED SKILLS DEVELOPMENT.**—A one-stop operator or one-stop partner shall not be required to conduct an interview, evaluation, or assessment of a participant under clause (i) if such participant is selected by an employer under section 134(c)(3)(I)(i) to receive on-the-job training or employer-sponsored skills development, and the applicable conditions under such section are met for such individual to receive such services.”;

(B) in subparagraph (C), by inserting “evidence-based, to the extent practicable, may be delivered both in-person or virtually, and may be” after “shall”;

(C) in subparagraph (D)—

(i) by inserting “shall, to the extent practicable, be evidence-based and” after “services”;

(ii) in clause (x), by striking “and” at the end;

(iii) in clause (xi), by striking the period at the end and inserting “; and”;

(iv) by adding at the end the following:

“(xii) employer-sponsored skills development programs conducted with a commitment by an employer to employ an individual upon successful completion of such a program.”;

(D) in subparagraph (F)—

(i) by redesignating clauses (iv) and (v) as clauses (v) and (vi), respectively;

(ii) by inserting after clause (iii), the following:

“(iv) **EMPLOYER-DIRECTED SKILLS ACCOUNTS.**—In a case in which an individual is selected by an employer under section 134(c)(3)(I)(i) to receive on-the-job training or employer-sponsored skills development, and the applicable conditions under such section are met for such individual to receive such services, the one-stop operator involved shall arrange for payment for such services through an employer-directed skills account in accordance with section 134(c)(3)(I)(ii).”;

and

(iii) in clause (v), as redesignated by subparagraph (A), by inserting “or employer-directed skills accounts” after “individual training accounts”;

(E) in subparagraph (G)—

(i) in clause (i), by striking “clause (ii)” and inserting “clauses (ii) and (iii)”;

(ii) in clause (iii), by inserting “or that may be performed remotely” after “relocate”;

(iii) by redesignating clause (iv) as clause (vi);

(iv) by inserting after clause (iii) the following:

“(iv) **AUTHORIZED COSTS.**—An individual training account may provide, in the case of a provider that charges tuition for a program, the cost of such tuition and nontuition items (including books, supplies, uni-

forms, tools, graduation fees, or licensing or certification exam fees).

“(v) **EMPLOYER-DIRECTED SKILLS ACCOUNTS.**—Services authorized under this paragraph may be provided pursuant to an employer-directed skills account in lieu of an individual training account if such services are employer-sponsored skills development or on-the-job training and the applicable conditions under section 134(c)(3)(I)(i) are met for an individual to receive such services.”; and

(v) in clause (vi), as so redesignated, by inserting “, employer-directed skills accounts,” after “individual training accounts”; and

(F) by adding at the end the following:

“(I) **EMPLOYER-DIRECTED SKILLS ACCOUNTS.**—

“(i) **IN GENERAL.**—An individual shall receive on-the-job training or employer-sponsored skills development through the use of an employer-directed skills account, if each of the following conditions are met:

“(I) An employer selects the individual, who is not an employee of such employer, for on-the-job training or employer-sponsored skills development.

“(II)(aa) In the case of an individual selected under subclause (I) to receive on-the-job training, an on-the-job training agreement that meets the requirements of clause (iii) is established and signed by the individual and the employer; or

“(bb) in the case of an individual selected under subclause (I) to receive employer-sponsored skills development, an employer-sponsored skills development agreement that meets the requirements of clause (iv) is established and signed by the individual and the employer.

“(III) The employer submits to the local one-stop operator each of the following:

“(aa) A certification that the individual requires an on-the-job training or employer-sponsored skills development program to obtain employment with the employer, and has the skills and qualifications to successfully participate in such a program.

“(bb) A certification that the employer will submit the necessary performance information to the one-stop operator in accordance with section 122(h).

“(cc) The on-the-job training agreement or the employer-sponsored skills development agreement described in subclause (II), as applicable.

“(IV) The one-stop operator involved reviews and approves each certification and agreement received under subclause (III).

“(ii) **PAYMENT TO EMPLOYERS.**—The one-stop operator involved in on-the-job training or employer-sponsored skills development under clause (i) shall arrange for the appropriate payment of such services through an employer-directed skills account as follows:

“(I) **ON-THE-JOB TRAINING.**—For on-the-job training, the one-stop operator involved shall reimburse the employer from funds in the employer-directed skills account in accordance to the reimbursement requirements of section 3(45)(B) and after receipt of documentation of the wages earned by the individual during such training.

“(II) **EMPLOYER-SPONSORED SKILLS DEVELOPMENT.**—For employer-sponsored skills development services, the one-stop operator involved shall reimburse the employer from funds in the employer-directed skills account for the Federal share of the costs of the program after receipt of documentation from the employer of payment of such costs.

“(iii) **ON-THE-JOB TRAINING AGREEMENT.**—An on-the-job training agreement under clause (i) shall—

“(I) establish—

“(aa) the length of the on-the-job training;

“(bb) the hourly wage rate of the individual;

“(cc) the skills necessary for the job and the individual’s current skill level as of the date of the agreement; and

“(dd) the skills to be learned during the on-the-job training; and

“(II) include an assurance that the employer will provide the one-stop operator involved with documentation of the wages earned by the individual while engaged in such on-the-job training for the purpose of reimbursement to the employer.

“(iv) EMPLOYER-SPONSORED SKILLS DEVELOPMENT AGREEMENT.—An employer-sponsored skills development agreement referred to in clause (i) shall establish—

“(I) the provider of the employer-sponsored skills development program;

“(II) the length of such program;

“(III) the skills to be learned during such program;

“(IV) a commitment by the employer to employ the individual upon successful completion of the program;

“(V) the cost of the program; and

“(VI) the amount of such cost that will be paid by the employer (the non-Federal share), which shall be not less than the amount specified in section 3(19)(C).”

(3) PERMISSIBLE LOCAL EMPLOYMENT AND TRAINING ACTIVITIES.—Section 134(d) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3174(d)) is amended—

(A) in paragraph (1)(A)—

(i) in clause (iii)—

(I) by striking “not more than 10 percent of the total”; and

(II) by inserting “reserved under section 128(a) or” after “funds”;

(ii) in clause (vii)—

(I) in subclause (II), by striking “and” at the end;

(II) in subclause (III), by inserting “and” at the end; and

(III) by adding at the end the following:

“(IV) to strengthen, through professional development activities, the knowledge and capacity of staff to use the latest digital technologies, tools, and evidence-based strategies to deliver services for jobseekers, workers, and employers.”;

(iii) in clause (xi), by striking the “and” after the semicolon;

(iv) in clause (xii), by striking the period at the end and inserting a semicolon; and

(v) by adding at the end the following:

“(xiii) assessments for individuals upon initial assessment of skills (pursuant to subsection (c)(2)(A)(iii)) or completion of training services or other learning experiences;

“(xiv) providing technical assistance or other support to employers seeking to use such assessments for hiring, promotion, or upskilling of employees;

“(xv) entering into an agreement with a third-party, nongovernmental entity, to study which occupations are in high demand in the local area or State; and

“(xvi) the development of partnerships between educational institutions (including area career and technical education schools and institutions of higher education) and employers to create or improve workforce development programs to address the identified education and skill needs of the workforce and the employment needs of employers in the region, as determined based on the most recent analysis conducted by the local board under section 107(d)(2).”;

(B) in paragraph (4)(A)—

(i) in clause (i), by striking “20” and inserting “30”;

(ii) by redesignating clauses (ii) and (iii) as clauses (iii) and (iv), respectively; and

(iii) by inserting after clause (i) the following:

“(ii) INCREASE IN RESERVATION OF FUNDS.—The local board may increase such reservation of funds in clause (i) by—

“(I) substituting ‘40 percent’ for ‘30 percent’, if the amounts provided by such increase are used to expand work-based learning opportunities; or

“(II) substituting ‘50 percent’ for ‘30 percent’, if the local area is experiencing an unemployment rate at or below 3 percent.”.

(4) RELATED CONFORMING AMENDMENTS.—The Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) is amended—

(A) in section 134(c)(3)(H)(i) (20 U.S.C. 3174(c)(3)(H)(i)), by striking “section 3(44)” and by inserting “section 3(45)”; and

(B) in section 211(e)(3) (20 U.S.C. 3291(e)(3)), by striking “section 3(45)” and inserting “section 3(46)”.

SEC. 116. AUTHORIZATION OF APPROPRIATIONS.

Section 136 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3181) is amended—

(1) in subsection (a), by striking “\$820,430,000 for fiscal year 2015, \$883,800,000 for fiscal year 2016, \$902,139,000 for fiscal year 2017, \$922,148,000 for fiscal year 2018, \$943,828,000 for fiscal year 2019, and \$963,837,000 for fiscal year 2020” and inserting “\$1,075,553,000 for each of fiscal years 2023 through 2028”;

(2) in subsection (b), by striking “\$766,080,000 for fiscal year 2015, \$825,252,000 for fiscal year 2016, \$842,376,000 for fiscal year 2017, \$861,060,000 for fiscal year 2018, \$881,303,000 for fiscal year 2019, and \$899,987,000 for fiscal year 2020” and inserting “\$899,987,000 for each of fiscal years 2023 through 2028”;

(3) in subsection (c), by striking “\$1,222,457,000 for fiscal year 2015, \$1,316,880,000 for fiscal year 2016, \$1,344,205,000 for fiscal year 2017, \$1,374,019,000 for fiscal year 2018, \$1,406,322,000 for fiscal year 2019, and \$1,436,137,000 for fiscal year 2020” and inserting “\$1,436,137,000 for each of fiscal years 2023 through 2028”.

“(6) TARGETED FUNDING FOR SKILLS DEVELOPMENT.—The local board shall reserve and use not less than 70 percent of the funds allocated to the local area involved under section 133(b) to provide services described in section 134(c)(3)(F)(iii) and section 122(h).”.

Subtitle C—Job Corps

SEC. 121. JOB CORPS CENTERS.

Section 147(a)(3) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3197(a)(3)) is amended—

(1) by redesignating subparagraphs (E) through (K) as subparagraphs (F) through (L), respectively; and

(2) by inserting after subparagraph (D) the following:

“(E) A statement of current campus policies regarding procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus and policies concerning the institution’s response to such reports.

“(F) A statement of current policies concerning security and access to campus facilities, including campus residences, and security considerations used in the maintenance of campus facilities.

“(G) A statement of current policies concerning law enforcement, including—

“(i) the working relationship of campus security personnel with State and local law enforcement agencies, including whether the center has agreements with such agencies, such as written memoranda of understanding, for the investigation of alleged criminal offenses; and

“(ii) policies which encourage accurate and prompt reporting of all crimes to the appropriate law enforcement agencies.

“(H) A description of the type and frequency of programs designed to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others.”.

SEC. 122. PROGRAM ACTIVITIES.

Section 148(a)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3198(a)(1)) is amended—

(1) by striking “IN GENERAL.—Each Job Corps center shall provide enrollees” and inserting “IN GENERAL.—Each Job Corps center shall—

“(A) provide enrollees”;

(2) by striking “literacy,” and inserting “literacy”;

(3) by striking “Each Job Corps center” and all that follows through “section 134(c)(2)(A).” and inserting the following:

“(B) provide enrollees assigned to the center with access to career services described in clauses (i) through (xi) of section 134(c)(2)(A); and”;

(4) by adding at the end the following:

“(C) implement productive activities for enrollees to participate in, such as tutoring or other skills development opportunities, outside of regular class times and work hours, in order to increase supervision of enrollees and reduce behavioral infractions.”.

SEC. 123. STANDARDS OF CONDUCT.

Section 152(b) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3202(b)) is amended by adding at the end the following:

“(3) IN GENERAL.—The Secretary shall establish level 1 and level 2 infractions and shall require Directors of Job Corps Centers to report—

“(A) level 1 infractions—

“(i) within 6 hours of the center being made aware of an active student or on-duty staff death; and

“(ii) within 24 hours of the center being made aware of other significant incidents; and

“(B) level 2 infractions quarterly, which shall include the number and type of such infractions that occurred during such time period.

“(4) LEVEL 1 INFRACTIONS.—Level 1 infractions described in paragraph (3) shall consist of significant infractions and level 2 incidents described in paragraph (3) shall consist of minor infractions.”.

SEC. 124. ADVISORY COMMITTEES.

Section 155 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3205) is amended—

(1) by striking “The Secretary may establish” and inserting the following:

“(a) IN GENERAL.—The Secretary may establish”;

(2) by adding at the end the following:

“(b) ADVISORY COMMITTEE TO IMPROVE ENROLLEE SAFETY AND OUTCOMES.—Not later than 6 months following enactment of the Workforce Innovation and Opportunity Act of 2022, the Secretary shall establish an advisory committee to provide recommendations on evidence-based research, as applicable, regarding effective strategies to improve enrollee outcomes, safety, and security, and conditions for enrollee learning.”.

SEC. 125. EXPERIMENTAL PROJECTS AND TECHNICAL ASSISTANCE.

Section 156(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3206(a)) is amended by striking the first sentence and inserting the following: “The Secretary may carry out experimental, research, or demonstration projects relating to carrying out the Job Corps program, including the activities authorized under section 156A.”.

SEC. 126. JOB CORPS SCHOLARS ACTIVITIES.

(a) IN GENERAL.—Subtitle C of title I of the Workforce Innovation and Opportunity Act

(29 U.S.C. 3191 et seq.) is amended by inserting after section 156 the following:

“SEC. 156A. JOB CORPS SCHOLARS ACTIVITIES.

“(a) IN GENERAL.—The Secretary shall issue grants, on a competitive basis, to eligible entities on an annual basis to carry out this section.

“(b) USE OF FUNDS.—An eligible entity—

“(1) shall use grant amounts received under this section to—

“(A) pay for the tuition and fees of Job Corps Scholars students (as described in subsection (d)) who are accepted into a covered program;

“(B) provide Job Corps Scholars students who have successfully completed a covered program and who are not yet employed, with up to 12 months of employment counseling and placement services; and

“(C) shall enroll Job Corps Scholars students in cohorts of approximately 40 students, with up to 2 cohorts permitted for each eligible entity each year;

“(2) may use grant amounts received under this section to—

“(A) support the covered program, including—

“(i) hiring up to two personal and career counselors and up to two employment counselors to provide career counseling services for Job Corps Scholars students at such entity; and

“(ii) purchasing covered materials and education-related resources; and

“(B) enroll more than 40 Job Corps Scholars students per cohort, but must maintain a ratio of 1 counselor for every 20 students enrolled for each cohort, except that no grant funds may be used to cover the costs of any student over 40 per cohort; and

“(3) may not use—

“(A) grant amounts received under this section to provide the staff of such eligible entity with education, professional development, counseling of any type, or to subsidize the education or personal counseling of non-Job Corps Scholars students; and

“(B) more than 2 percent of grant amounts received under this section for the administrative expenses of carrying out this section.

“(c) COVERED PROGRAM.—

“(1) IN GENERAL.—A covered program under this section provides to Job Corps Scholars students—

“(A) a 12-month technical education component; and

“(B) up to 12 months of employment counseling and placement services.

“(2) DURATION.—A Job Corps Scholars student may not participate in a covered program for a period that exceeds a total of 24 months.

“(3) COMPLETION OF COVERED PROGRAM.—A Jobs Corps Scholars student successfully completes the technical education component of the program if such student—

“(A) earns a recognized postsecondary credential and academic credit, if academic credit is incorporated into such credential; and

“(B) completes such program within a period of 12 months.

“(4) EXTENSION.—A Jobs Corps Scholars student may take longer than 12 months to complete the technical education component of the program if such student needs additional time to complete the required developmental education coursework.

“(5) RECOGNIZED POSTSECONDARY CREDENTIAL.—An eligible entity shall not be required to create a recognized postsecondary credential or modify such credential to receive a grant under this section

“(d) JOB CORPS SCHOLARS STUDENT.—

“(1) IN GENERAL.—To be eligible as a Job Corps Scholars student under this section, an individual shall—

“(A) be a Job Corps-eligible youth between the age of 16 and 24 who satisfies the admission standards of the eligible entity receiving a grant under this section;

“(B) abide by all applicable student codes of conduct of such entity; and

“(C) be subject to the disciplinary policies of such entity.

“(2) WITHDRAWAL, DISMISSAL, OR OTHER TERMINATION.—A Job Corps Scholars student's withdrawal, dismissal, or other termination of enrollment in the eligible entity will result in the student's termination from the Job Corps Scholars activities.

“(3) JOB CORPS STANDARDS AND PROCEDURES.—The Job Corps standards and procedures described in section 145 shall not apply to Job Corps Scholars students.

“(e) REPORTS.—

“(1) REPORTS FROM ENTITIES.—Each eligible entity awarded a grant under this section shall submit an annual report to the Secretary that includes the following:

“(A) The number of Job Corps Scholars students served through the grant.

“(B) The number and percentage of such students who—

“(i) successfully completed the covered program;

“(ii) withdrew from such program; and

“(iii) obtained—

“(I) employment or career counseling services following successful completion of such program; and

“(II) unsubsidized employment upon successful program completion.

“(C) The percentage of program participants who are in unsubsidized employment during the second and fourth quarters after exit from such program.

“(D) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from such program.

“(2) REPORTS TO CONGRESS.—

“(A) IN GENERAL.—The Secretary shall submit to Congress an annual report on the outcomes and effectiveness of the program, including the information described under the reports required under paragraph (1).

“(B) PUBLICLY AVAILABLE.—The Secretary shall make each report required under subparagraph (A) publicly available.

“(f) DEFINITIONS.—In this section:

“(1) COVERED MATERIALS AND EDUCATION-RELATED RESOURCES.—The term ‘covered materials and education-related resources’ means the following:

“(A) Laboratory and workshop fees associated with the career and technical education program.

“(B) Learning activities.

“(C) Classroom equipment, supplies, and materials (including books and school supplies) for each Job Corps Scholars student.

“(D) Student activity fees.

“(E) Parking decals and associated fees.

“(F) Transportation costs to and from home for the duration of participation in the covered program.

“(G) Meal or food vouchers for the duration of participation in the covered program.

“(H) Any other costs included in the program's cost of attendance, such as those described in section 472 of the Higher Education Act of 1965 (20 U.S.C. 1002).

“(2) ELIGIBLE ENTITY.—The term ‘eligible entity’ means an institution of higher education (given the meaning of such term in section 102(a) of the Higher Education Act of 1965 (20 U.S.C. 1002(a)))—

“(A) that operates a covered program; but

“(B) does not include an institution outside the United States.

“(3) TUITION AND FEES.—The term ‘tuition and fees’ means the cost associated with taking each course.”

(b) CLERICAL AMENDMENT.—The table of contents in section 1(b) of the Workforce Innovation and Opportunity Act is amended by inserting after the item relating to section 156 the following:

“156A. Job Corps Scholars activities.”

SEC. 127. AUTHORIZATION OF APPROPRIATIONS.

Section 162 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3212) is amended by striking “to carry out this subtitle—” and all that follows through “2020.” and inserting “to carry out this subtitle for each of fiscal years 2023 through 2028.”

Subtitle D—National Programs

SEC. 131. EVALUATIONS AND RESEARCH.

Section 169 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3224) is amended—

(1) in subsection (b)—

(A) in paragraph (4)—

(i) by redesignating subparagraph (K) as subparagraph (L); and

(ii) by inserting after subparagraph (J) the following:

“(K) STUDY ON ENTREPRENEURIAL SKILLS DEVELOPMENT PROGRAMS.—The Secretary shall, through a grant or contract, conduct a three-year study on entrepreneurial skills development programs, which shall—

“(i) include a review of—

“(I) successful practices for developing individuals' entrepreneurial skills;

“(II) evidence-based and other best practices for entrepreneurial skills development programs;

“(III) qualifications needed for skills development providers to successfully develop individuals' entrepreneurial skills;

“(IV) strategies for engaging employers and other private sector partners in entrepreneurial skills development programs;

“(V) evidence-based and other best practices for mentoring potential entrepreneurs;

“(VI) entrepreneurial skills development program outcomes that correlate with entrepreneurial success;

“(VII) how entrepreneurial skills development programs successfully measure participants' progress;

“(VIII) the extent to which entrepreneurial skills development programs lead to industry recognized credentials;

“(IX) the impact, including the economic impact, of entrepreneurial skills development programs on states and communities;

“(X) the extent to which entrepreneurial skills development programs lead to increases in business development and job creation in states and communities;

“(XI) how entrepreneurial skills development programs identify potential program participants' readiness for the program; and

“(XII) average earnings of participants who complete an entrepreneurial skills development program three years after completion of such program; and

“(ii) result in recommendations for States and local communities to expand access to entrepreneurial skills development programs.”; and

(B) in paragraph (5)(A), by inserting “which shall include individuals pursuing entrepreneurship,” after “particular service populations.”; and

(2) in subsection (c), by striking the third sentence and inserting the following: “Such projects may include demonstration and pilot projects relating to promoting self-employment, promoting entrepreneurship, promoting job creation (especially for in-demand occupations), averting dislocations, assisting dislocated farmers, assisting dislocated fishermen, developing career pathways and encouraging advancements, and promoting public works.”

SEC. 132. YOUTHBUILD PROGRAM.

Section 171 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3226) is amended—

(1) in subsection (b), by striking paragraph (10) and redesignating paragraphs (11) and (12) as paragraphs (10) and (11), respectively;

(2) in subsection (c)—

(A) in paragraph (2)(A)(i), by striking “and registered apprenticeship” and inserting “and apprenticeship”;

(B) in paragraph (3)(B)—

(i) in clause (iii), by striking “out registered apprenticeship programs” and inserting “out apprenticeship programs”;

(ii) in clause (xiii), by striking “established registered apprenticeship” and inserting “established apprenticeship”

(3) in subsection (i), by striking “to carry out this section” and all that follows through “2020.” and inserting “to carry out this section \$99,034,000 for each of fiscal years 2023 through 2028.”.

SEC. 133. JUSTICE-INVOLVED INDIVIDUALS RE-ENTRY PROGRAM START-UP GRANTS.

Subtitle D of title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3221 et seq.) is amended—

(1) by redesignating section 172 as section 173; and

(2) by inserting after section 171 the following:

“SEC. 172. JUSTICE-INVOLVED INDIVIDUALS RE-ENTRY PROGRAM START-UP GRANTS.

“(a) PURPOSE.—The purpose of this section is to—

“(1) prompt innovation and improvement in the reentry of justice-involved individuals into the workforce so that successful initiatives can be continued and replicated; and

“(2) allow for the dissemination of information regarding best practices in preparing justice-involved individuals for sustained participation in the workforce.

“(b) DEFINITIONS.—In this section:

“(1) APPRENTICESHIP OPPORTUNITIES.—The term ‘apprenticeship opportunities’ includes registered apprenticeship, industry-recognized apprenticeship, preapprenticeship programs, and other worker-based learning opportunities.

“(2) ELIGIBLE ENTITY.—The term ‘eligible entity’ means—

“(A) a private nonprofit organization under section 501(c)(3) of the Internal Revenue Code of 1986, including a faith-based organization;

“(B) a local workforce development board;

“(C) a State or local government; or

“(D) an Indian or Native American entity eligible for grants under section 166.

“(3) ELIGIBLE PARTICIPANT.—The term ‘eligible participant’ means an individual—

“(A) who has been convicted as a juvenile or an adult and imprisoned under Federal or State law; or

“(B) who has not been released from prison or jail for more than 2 years before the date on which the individual begins participation.

“(c) PROGRAM AUTHORIZED.—

“(1) IN GENERAL.—In carrying out the activities under this section, the Secretary shall, on a competitive basis, award grants for a period of not more than 5 years to eligible entities to enable such entities to provide job training, job placement services, and mentoring.

“(2) PRIORITY.—In awarding grants, the Secretary shall give priority to eligible entities that—

“(A) establish partnerships with business or educational institutions to provide a program of study leading to postsecondary credentials in in-demand occupations; or

“(B) provide customized training that is designed to meet the specific requirements

of an employer (including a group of employers) and is conducted with a commitment by the employer to employ an individual upon successful completion of the training.

“(3) ADDITIONAL GRANTS.—The Secretary may award, for not longer than a period of 5 years, one or more additional grants to an eligible entity that received a grant under this section if the eligible entity—

“(A) demonstrates success in helping eligible participants reenter the workforce according to the performance indicators under subsection (g)(1); and

“(B) provides an assurance that the entity will provide a non-Federal contribution, including cash and in-kind donations, in an amount not less than 100 percent of the total funds awarded under the additional grant.

“(d) APPLICATION.—To be eligible to receive a grant under this section, an eligible entity shall submit an application to the Secretary, which shall include the following:

“(1) A detailed description of the program including the core services they will provide, how the eligible entity will recruit and select eligible participants for the program, how many participants they plan on serving each year, and the length of participation in the program.

“(2) A description of evidence-based or promising practices the eligible entity will use in the administration of the program.

“(3) A description of partnerships with local businesses to provide apprenticeship opportunities, work-based learning, and job placement and recruitment (if applicable).

“(4) An assurance that the eligible entity will coordinate activities with workforce development programs and other services provided under this title, including utilizing the one-stop delivery system of the local workforce development areas to provide appropriate services and recruit eligible individuals to ensure the maximum number of eligible individuals will have the opportunity to participate in the program.

“(5) An assurance that the eligible entity will provide a 50-percent match, as described in subsection (e).

“(6) A plan to coordinate with other programs and entities, including those that may be provided by such other programs and entities, to provide substance abuse treatment services, mental health treatment services, housing services, and transportation services.

“(7) An assurance that the eligible entity will provide the data necessary for the indicators of performance in subsection (g).

“(8) A plan to continue the program with non-Federal funds after the grant period.

“(e) MATCHING REQUIREMENT.—In order to receive a grant from the Secretary under this section, each eligible entity shall provide a non-Federal contribution, including cash and in-kind donations, in an amount not less than 25 percent of the total funds awarded.

“(f) USE OF FUNDS.—

“(1) IN GENERAL.—A grant awarded under this section may be used to—

“(A) provide workforce development and job placement services to eligible participants, including occupational skills education, on-the-job training, apprenticeship opportunities, work experience, job referrals, basic skills remediation, educational services, work readiness activities, and post-placement support, in coordination with the one-stop partners and one-stop operators that provide services at any center operated under a one-stop deliver system established under section 121;

“(B) mentor eligible participants, including the provision of support, guidance, and assistance in the community and the workplace to address the challenges faced by justice-involved individuals;

“(C) provide outreach to State or Federal correctional facilities to increase awareness, identify and recruit eligible participants, provide screening and assessment of eligible participants and align educational offerings with existing services available to individuals who are presently incarcerated;

“(D) coordinate with employers to develop customized training programs and agreements around the hiring of eligible participants; or

“(E) carrying out the activities described in subparagraph (A), (B), (C), or (D) with respect to eligible participants who will be released from prison or jail within 90 days.

“(2) LIMITATIONS.—

“(A) CERTAIN SERVICES EXCLUDED.—Funds provided under this section may not be used to provide substance abuse treatment services, mental health treatment services, or housing services, except that such a grant may be used to coordinate with other programs and entities to provide substance abuse treatment services, mental health treatment services, or housing services to eligible participants.

“(B) ADMINISTRATIVE COST LIMIT.—A grantee may not use more than 10 percent of the funds received under a grant for administrative costs, including for the purpose of collecting information for purposes of subsection (g)(1).

“(C) LIMIT ON AMOUNT PAID AS STIPENDS TO PARTICIPANTS.—A grantee may not use more than 15 percent of the funds received under such grant to provide stipends to program participants while completing an educational or skill development program.

“(g) PERFORMANCE OUTCOMES AND ACCOUNTABILITY.—

“(1) INDICATORS OF PERFORMANCE.—Each eligible entity receiving a grant under this section shall report each year to the Secretary on the following indicators of performance described in section 116(b)(2)(A):

“(A) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program, as described in clause (i)(I) of such section or, in case of program participants who are youth, the percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after exit from the program, as described in clause (ii)(I) of such section.

“(B) The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program, as described in clause (i)(II) of such section or, in case of program participants who are youth, the percentage of program participants who are in education or training activities, or in unsubsidized employment during the fourth quarter after exit from the program, as described in clause (ii)(II) of such section.

“(C) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, as described in clause (i)(III) of such section.

“(D) The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program, as described in clause (i)(IV) of such section.

“(E) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment, as described in clause (i)(V) of such section.

“(F) The indicators of effectiveness in serving employers established pursuant to clause (iv) of such section, as described in clause (i)(VI) of such section.

“(2) INDEPENDENT EVALUATION.—Not later than five years after the date of enactment of this section and from amounts made available under section 173(d), the Secretary shall provide for and report to Congress on an independent evaluation of the grant program established under this section that includes an assessment of the effectiveness of the grant program and the effectiveness of individual grantees included in the evaluation in reducing recidivism and assisting individuals in—

“(A) earning credentials;

“(B) finding and maintaining employment; and

“(C) increasing their earnings.

“(3) REPORT.—The Secretary shall release an annual report on—

“(A) the number of individuals who participated in programs assisted under this section;

“(B) the percentage of individuals participating in a program assisted under this section that successfully completed the program; and

“(C) the performance of grantees as measured by the performance indicators set forth in paragraph (1).

“(4) DISSEMINATING BEST PRACTICES.—Using the findings of the independent evaluation under paragraph (2) the Secretary shall disseminate information to State and local government, local workforce development boards, and relevant stakeholders regarding best practices in providing workforce development opportunities for justice-involved individuals and reducing recidivism.

“(h) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to authorize any new appropriations to carry out the purpose of this section.”.

SEC. 134. AUTHORIZATION OF APPROPRIATIONS.

Section 173 of the Workforce Innovation and Opportunity Act, as so redesignated, is amended—

(1) in subsection (a), by striking “of such section”) and all that follows through “2020.” and inserting “of such section) \$57,000,000 for each of fiscal years 2023 through 2028.”;

(2) in subsection (b), by striking “carry out section 167” and all that follows through “2020.” and inserting “carry out section 167 \$96,211,000 for each of fiscal years 2023 through 2028.”;

(3) in subsection (c) by striking “carry out section 168” and all that follows through “2020.” and inserting “carry out section 168 \$3,524,000 for each of fiscal years 2023 through 2028.”; and

(4) in subsection (d), by striking “carry out section 169” and all that follows through “2020.” and inserting “carry out section 169 \$106,906,000 for each of fiscal years 2023 through 2028.”.

Subtitle E—Administration

SEC. 137. SECRETARIAL ADMINISTRATIVE AUTHORITIES AND RESPONSIBILITIES.

Section 189(i)(3) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3249(i)(3)) is amended—

(1) in subparagraph (C) by striking “90” and inserting “60”; and

(2) in subparagraph (D) by inserting “, and make a determination not later than 30 days after such waiver is submitted” after “appropriate”.

TITLE II—ADULT EDUCATION AND LITERACY

SEC. 201. AUTHORIZATION OF APPROPRIATIONS.

Section 206 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3275) is

amended by striking “\$577,667,000” and all that follows through “2020” and inserting “\$704,167,000 for each of fiscal years 2023 through 2028”.

SEC. 202. STATE LEADERSHIP ACTIVITIES.

Subparagraph (M) of section 223(a)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3303(a)(2)) is amended by striking the period at the end and inserting “, which may include—

“(i) providing guidance on career options in high-skill, high-wage, or in-demand industry sectors or occupations in current or emerging professions (which may include skilled trades); and

“(ii) raising public awareness and conducting public service announcements about career and technical education programs and community-based organizations, including through social media campaigns and other endeavors focused on programs that prepare students for high-skill, high-wage, or in-demand industry sectors or occupations in current or emerging professions (which may include skilled trades).”.

SEC. 203. GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDER.

Section 231(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3321(a)) is amended by inserting “, in a timely manner,” after “award”.

TITLE III—GENERAL PROVISIONS

SEC. 301. EXECUTIVE AGENCY REVIEW OF OCCUPATIONAL LICENSING REQUIREMENTS.

Subtitle A of title V of the Workforce Innovation and Opportunity Act (29 U.S.C. 3341 et seq.) is amended—

(1) by redesignating section 506 as section 507; and

(2) by inserting after section 505 the following:

“SEC. 506. EXECUTIVE AGENCY REVIEW OF OCCUPATIONAL LICENSING REQUIREMENTS.

“(a) IN GENERAL.—Not later than 90 days after the date of enactment of the Workforce Innovation and Opportunity Act of 2022, and every 2 years thereafter, the Secretary of Labor, in consultation with the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Defense, the Secretary of Education, the Secretary of Energy, the Secretary of Health and Human Services, the Secretary of Homeland Security, the Secretary of Housing and Urban Development, the Secretary of the Interior, the Secretary of State, the Secretary of Transportation, and the Secretary of Treasury, shall—

“(1) review any authority, regulation, or policy of, or Federal law that—

“(A) imposes an occupational licensing requirement with respect to any position (including any position of a contractor or subcontractor thereof) at the Executive agency; or

“(B) is causing a State, local, or tribal government to adopt an occupational licensing requirement for public and private sector positions within the State or area encompassing the jurisdiction of the local or tribal government;

“(2) identify any changes to such an authority, regulation, policy, or law that would result in no requirement or the least restrictive alternative to an occupation licensing requirement with respect to any such position while maintaining protection for consumers and other individuals from significant and demonstrable harm to their health and safety; and

“(3) submit to the Director of the Office of Management and Budget, the Assistant to the President for Domestic Policy, and the Assistant to the President and Director of Intergovernmental Affairs a report that identifies such changes.

“(b) REPORT TO PRESIDENT AND CONGRESS.—Not later than 30 days after receiving the report under subsection (a)(3), the Director of the Office of Management and Budget shall—

“(1) submit to the President and to Congress such report; and

“(2) publish such report in the Federal Register.

“(c) OCCUPATIONAL LICENSE DEFINED.—In this section, the term ‘occupational license’ means a license, registration, or certification without which an individual lacks the legal permission of a State, local, or tribal government to perform certain defined services for compensation.”.

TITLE IV—AMENDMENTS TO THE WAGNER-PEYSEY ACT

SEC. 401. WORKFORCE AND LABOR MARKET INFORMATION SYSTEM.

(a) EMPLOYMENT SERVICE OFFICES.—Section 3(a) of the Wagner-Peyser Act (29 U.S.C. 49b(a)) is amended by adding at the end the following: “States may use a merit staffing model or a contract staffing model at State public employment service offices.”

(b) AUTHORIZATION OF APPROPRIATIONS.—Section 15(g) of the Wagner-Peyser Act (29 U.S.C. 491-2(g)) is amended by striking “\$60,153,000 for” and all that follows through “year 2020.” and inserting “\$70,667,000 for each of the fiscal years 2023 through 2028.”.

TITLE V—AMENDMENTS TO THE REHABILITATION ACT OF 1973

SEC. 501. COMPETITIVE INTEGRATED EMPLOYMENT.

(a) DEFINITION.—Section 7(5) of the Rehabilitation Act of 1973 (29 U.S.C. 705(5)) is amended—

(1) in subparagraph (B)—

(A) by striking “not including” and inserting “including social and interpersonal interactions with colleagues, vendors, customers, superiors, or other such persons who the employee may come into contact with during the work day and across workplace settings, other than”;;

(B) by inserting “, except that such interactions shall not be considered solely at the work unit level” before the semicolon at the end; and

(C) by striking “and” at the end;

(2) in subparagraph (C), by striking the period at the end and inserting “; and”; and

(3) by adding at the end the following:

“(D) for which an individual may have been paid—

“(i) by a contractor—

“(I) of the Federal Government under a contract with the Federal Government for which priority was given to the contractor on the basis of the bid of the contractor involving supporting employment for individuals with disabilities; or

“(II) of a State government under a contract with the State government for which priority was given to the contractor on the basis of the bid of the contractor involving supporting employment for individuals with disabilities;

“(ii) by a subcontractor at any tier of a contractor—

“(I) of the Federal Government under a subcontract for which priority was given to the subcontractor on the basis of the bid of the subcontractor involving supporting employment for individuals with disabilities; or

“(II) of a State government under a subcontract for which priority was given to the subcontractor on the basis of the bid of the subcontractor involving supporting employment for individuals with disabilities; or

“(iii) under a contract mandating direct labor-hour ratio of individuals with disabilities.”.

(b) RULE OF CONSTRUCTION.—Nothing in the amendments made by subsection (a) shall be

construed to reduce the number of jobs available for referral by a State agency or other entity.

(c) SENSE OF CONGRESS.—It is the sense of Congress that jobs meeting the definition in section 7(5)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 705(5)(B)), as amended in subsection (a), and which derive from Federal or State contracts managed by community rehabilitation programs for the purposes of supporting employment for people with disabilities, shall be eligible to be considered—

(1) part of the competitive labor market; and

(2) an employment outcome for State vocational rehabilitation purposes.

SEC. 502. AUTHORIZATION OF APPROPRIATIONS.

(a) VOCATIONAL REHABILITATION SERVICES.—Section 100(b)(1) of the Rehabilitation Act of 1973 (29 U.S.C. 720(b)(1)) is amended—

(1) by striking “\$3,302,053,000” and inserting “\$3,719,121,000”; and

(2) by striking “2015 through 2020” and inserting “2023 through 2028”.

(b) CLIENT ASSISTANCE PROGRAM.—Section 112(h) of the Rehabilitation Act of 1973 (29 U.S.C. 732(h)) is amended to read as follows:

“(h) There are authorized to be appropriated to carry out the provisions of this section \$14,098,000 for each of fiscal years 2023 through 2028.”.

(c) RESEARCH AND TRAINING.—Section 201 of the Rehabilitation Act of 1973 (29 U.S.C. 761) is amended to read as follows:

“SEC. 201. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title \$122,143,000 for each of fiscal years 2023 through 2028.”.

(d) TRAINING.—Section 302(i) of the Rehabilitation Act of 1973 (29 U.S.C. 772(i)) is amended to read as follows:

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section \$39,540,000 for each of fiscal years 2023 through 2028.”.

(e) DEMONSTRATION AND TRAINING PROGRAMS.—Section 303(e) of the Rehabilitation Act of 1973 (29 U.S.C. 773(e)) is amended to read as follows:

“(e) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out this section there are authorized to be appropriated \$6,809,000 for each of fiscal years 2023 through 2028.”.

(f) NATIONAL COUNCIL ON DISABILITY.—Section 405 of the Rehabilitation Act of 1973 (29 U.S.C. 785) is amended to read as follows:

“SEC. 405. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title \$3,743,000 for each of fiscal years 2023 through 2028.”.

(g) ARCHITECTURAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD.—Section 502(j) of the Rehabilitation Act of 1973 (29 U.S.C. 792(j)) is amended to read as follows:

“(j) There are authorized to be appropriated for the purpose of carrying out the duties and functions of the Access Board under this section \$9,750,000 for each of fiscal years 2023 through 2028.”.

(h) PROTECTION AND ADVOCACY OF INDIVIDUAL RIGHTS.—Section 509(l) of the Rehabilitation Act of 1973 (29 U.S.C. 794e(l)) is amended to read as follows:

“(l) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section \$20,735,000 for each of fiscal years 2023 through 2028.”.

(i) SUPPORTED EMPLOYMENT.—Section 610 of the Rehabilitation Act of 1973 (29 U.S.C. 795o) is amended to read as follows:

“SEC. 610. AUTHORIZATION OF APPROPRIATIONS.

“There is authorized to be appropriated to carry out this title \$32,363,000 for each of fiscal years 2023 through 2028.”.

(j) INDEPENDENT LIVING SERVICES.—Section 714 of the Rehabilitation Act of 1973 (29 U.S.C. 796e-3) is amended to read as follows:

“SEC. 714. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$26,877,000 for each of fiscal years 2023 through 2028.”.

(k) CENTERS FOR INDEPENDENT LIVING.—Section 727 of the Rehabilitation Act of 1973 (29 U.S.C. 796f-6) is amended to read as follows:

“SEC. 727. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$91,992,000 for each of fiscal years 2023 through 2028.”.

(l) INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND.—Section 753 of the Rehabilitation Act of 1973 (29 U.S.C. 7696l) is amended to read as follows:

“SEC. 753. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this chapter \$39,141,000 for each of fiscal years 2023 through 2028.”.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, the gentlewoman from Iowa (Mrs. MILLER-MEEKS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Iowa.

Mrs. MILLER-MEEKS. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, following the pandemic, the Nation's workforce needs have drastically changed, and we need a workforce development system that helps prepare American workers for the job opportunities of today and tomorrow, not those of the past.

The Workforce Innovation and Opportunity Act is intended to help unemployed and underemployed workers get the necessary skills to succeed in America's modern economy.

Unfortunately, the majority's proposed reauthorization lacks the necessary reforms to help America's workers.

Our Republican proposal, on the other hand, would modernize the program to make sure it is employer-driven, which will help America's economy become stronger for decades to come.

Our plan puts taxpayer dollars to work where they need it most: helping jobseekers get the skills they need to close the skills gap and get back to work.

□ 1545

It does this by bringing more competition into the provider marketplace, which expands the pool of skills development providers that meet employers' needs and gives more choice to American workers, ensuring States and localities can use WIOA funds to survey employers to get a better understanding of the skills that are most in demand and respond accordingly.

Additionally, the Republican proposal adapts WIOA to the changing economic landscape. America has just come through a pandemic. During that time, businesses, employers, and workers shifted to remote work and changing circumstances. Our skills development and education programs should adapt to changing circumstances as well. Our plan encourages workforce boards to provide services virtually, which streamlines WIOA and elimi-

nates administrative costs and overhead.

Republicans also ensure online skills development providers can be included in skills development services, expanding the number of providers who can address the needs that American workers face.

The Republican alternative also levels the playing field and encourages innovation by ensuring that WIOA does not favor registered apprenticeships over more innovative apprenticeship models that can address the needs of more employers. This will keep America's labor force at the cutting edge of global competition.

Competition drives better results. Through pay-for-performance funding, our substitute encourages programs with a proven track record of successfully helping American workers succeed. Our proposal measures programs based on real outcomes and gives States and localities more flexibility in how they can improve those outcomes.

We also increase transparency by making the process for creating job performance metrics available to the American public.

Finally, the Republican plan brings greater accountability to the Department of Labor's Job Corps program and its Reentry Employment Opportunities program.

Let's start with Job Corps. Job Corps is a popular program, and for many students, Job Corps is their last hope. There are important reforms we can enact to ensure that Job Corps is working better for students who need it most. Our bill would help Job Corps-eligible students get technical and career education from community colleges, which would give this program much-needed innovation and better outcomes.

The Job Corps program in Ottumwa, Iowa, in my district, is a wonderful example of how to do exactly this and is the right way to perform that program.

It would also do more to keep Job Corps participants safe. Centers would be required to report whenever any concerning incidents occur, ensuring proper oversight of this program.

We also bring greater accountability to the Reentry Employment Opportunities program so we can build on President Trump's historic criminal justice reform and use this program to help formerly incarcerated Americans establish firm economic foundations for their new lives.

These are commonsense reforms that will help American employers and jobseekers. I reserve the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I claim the time in opposition to the amendment.

The SPEAKER pro tempore. The gentleman from Virginia is recognized for 5 minutes.

Mr. SCOTT of Virginia. Madam Speaker, I reserve the balance of my time.

Mrs. MILLER-MEEKS. Madam Speaker, I yield 30 seconds to the gentlewoman from North Carolina (Ms. FOXX).

Ms. FOXX. Madam Speaker, I thank my colleague from Iowa (Mrs. MILLER-MEEKS) for her great work on this committee and for bringing forth this amendment. It is an excellent amendment, and I support it.

We need to do everything we can to improve the workforce development programs in our country.

Mr. SCOTT of Virginia. Madam Speaker, I reserve the balance of my time.

Mrs. MILLER-MEEKS. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, we have had an opportunity to work together on WIOA, but unfortunately, my colleagues in the majority are more concerned about maintaining the status quo and placating favored stakeholders.

What American workers and employers need is a workforce system that prioritizes them over special interests, and the Republican alternative would do that.

I urge my colleagues to help us pass an alternative proposal that works for America, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Madam Speaker, I yield myself the balance of my time.

Madam Speaker, we are here today to modernize and reauthorize the Nation's premier job training program to help jobseekers and workers connect with well-paying jobs and career pathways.

Although the substitute offered by our colleagues does not meet the urgent needs to strengthen the programs, I do want to make it clear that we welcome the opportunity to have further discussion as the bill heads toward the Senate. My goal is to forge common ground wherever we can, and I am hoping that this can be the beginning, not the end, of the conversation.

The Republican substitute reauthorizes funding for the formula programs, regrettably, at roughly the same levels as we have today. The status quo is not working. As a result, the substitute will not provide the level of intensive training needed to move people into higher wage jobs.

The average amount the adult formula program spends per participant today is about \$2,000, not nearly enough to provide quality job training to lead to good jobs with competitive wages, benefits, and other hallmarks of job quality. The Republican substitute continues the unacceptable status quo with respect to underinvestment in training.

To meet the moment, the underlying bill also codifies SECTOR grants, which are demonstrated to be effective in training workers for jobs in high-demand sectors.

The gentlewoman from Ohio (Ms. KAPTUR) talked about electric cars. We need a lot of training in that area, but

regrettably, the substitute omits the SECTOR grants.

Our committee meetings held last year highlighted bipartisan support for reentry programs for justice-involved individuals. In response, the bill codifies the program at the Department of Labor and commits \$250 million for fiscal year 2023, more than double the amount appropriated this year, and provides stable funding amounting to \$2.3 billion over 6 years.

With 600,000 individuals released from our prisons and jails each year, close to half of them experiencing repeat contact with the criminal justice system within a year, funding levels in the substitute do not come close to meeting the critical needs to invest in services to help these individuals obtain and retain employment.

We also reject the requirement of the substitute for non-Federal match to receive a grant. This matching requirement is not part of the existing grant program and would exclude many grassroots organizations that are best positioned to meet the needs of justice-involved individuals in our communities.

When we provide subsidies to employers in the form of on-the-job training or customized training, we also need to make sure that it is matched by job quality.

The Republican substitute, regrettably, leaves too many disconnected youth behind.

To help our youth, whether in school or not, gain life skills, the bill invests almost \$1 billion in fiscal year 2023 for summer and year-round youth employment opportunities. The evidence is abundant that these youth employment opportunities increase lifelong earnings and reduce engagement in the criminal justice system.

The Republican substitute also fails to meet the moment and address the needs of the workers in the 21st century, so I urge a "no" vote on this amendment.

In the remaining time, Madam Speaker, I would like to thank members of my staff on the Committee of Education and Labor. They worked hard on this legislation, starting with Kevin McDermott, Scott Estrada, Lorin Obler, Phoebe Ball, Danyelle Honore, Jessica Schieder, and former staff members Richard Miller and Katie McClelland.

Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. Pursuant to House Resolution 1119, the previous question is ordered on the amendment offered by the gentlewoman from Iowa (Mrs. MILLER-MEEKS).

The question is on the amendment offered by the gentlewoman from Iowa (Mrs. MILLER-MEEKS).

The question was taken; and the Speaker pro tempore announced that the yeas appeared to have it.

Mrs. MILLER-MEEKS. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this question are postponed.

Pursuant to clause 1(c) of rule XIX, further consideration of H.R. 7309 is postponed.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess subject to the call of the Chair.

Accordingly (at 3 o'clock and 53 minutes p.m.), the House stood in recess.

□ 1646

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Ms. DEGETTE) at 4 o'clock and 46 minutes p.m.

MESSAGE FROM THE SENATE

A message from the Senate by Ms. Byrd, one of its clerks, announced that the Senate has passed without amendment a bill of the House of the following title:

H.R. 4426. An act to amend the Homeland Security Act of 2002 to ensure that the needs of children are considered in homeland security planning, and for other purposes.

The message also announced that the Senate has passed a bill of the following title in which the concurrence of the House is requested:

S. 1596. An act to require the Secretary of the Treasury to mint coins in commemoration of the National World War II Memorial in Washington, DC, and for other purposes.

The message also announced that pursuant to Section 1295b(h) of title 46 App., United States Code, as amended by Public Law 101-595, the Chair, on behalf of the Vice President, and upon the recommendation of the Ranking Member of the Committee on Commerce, Science and Transportation, appoints the following Senators to the Board of Visitors of the United States Merchant Marine Academy:

The Senator from Mississippi (Mr. WICKER) (Committee on Commerce, Science and Transportation).

The Senator from Kansas (Mr. MORAN) (Committee on Appropriations).

COMMUNICATION FROM THE REPUBLICAN LEADER

The SPEAKER pro tempore laid before the House the following communication from the Honorable KEVIN MCCARTHY, Republican Leader:

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, DC, May 17, 2022.

Hon. NANCY PELOSI,
Speaker of the House,
Washington, DC.

DEAR MADAM SPEAKER: Pursuant to Section 1095(b)(1)(C)-(D) of the National Defense